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ABSTRACT

Developed as part of a statewide effort to improve reading achievement in West Virginia through a competency based staff development program, this inservice instructional packet is intended for school district reading administrators and principals and contains the materials for a five-day inservice administrative workshop. The materials focus on the reading process, basic skills in reading, the assessment of reading skills, the organization of a school management plan, instructional strategies for developing essential reading skills, and the evaluation of techniques for reading skill development. The packet also provides guidelines for conducting competency based inservice programs; the gestalt, rationale, objectives, and schedule of the workshop; transparencies on reading; word recognition, comprehension, and work and study skills; a principal's cross-referencing of this program with the school basal reading progam; two scripts representing both the inservice training of teachers and classroom reading instruction; and a record for evaluating the inservice instructional packages. (MAI)

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ED162271

Interfacing Essential Competencies and Learner Outcomes With Developmental Reading: Program For Improving Reading Achievement

U.S. DEPARTMENT OF HEALTH,
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By:

Carolyn P. Casteel
Reading Specialist
Monongalia County

Lowell E. Johnson
Professor of Education
Fairmont State College

L. Carol Morgan
Elementary Supervisor
Wyoming County

Merrill L. Meehan
Research Assistant Professor
University of Pittsburgh

Joseph C. Basile, II
Director
Instructional Learning Systems

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Division of Instructional Learning Systems
Bureau of Learning Systems
West Virginia Department of Education
1977

CS004475

APPRECIATIONS

The preparation of any document involves the contributions of many individuals in addition to the authors. This inservice package is no exception. Late night and weekend phone calls, brainstorming sessions, oral and written criticism and work sessions have been the rule for the past few months and not the exception. Many individuals have assisted the authors and have thus contributed immeasurably to the quality of this volume. First, appreciation goes to the County Reading Administrators (CRAs) and the Program for Improving Reading Achievement Advisory Council who reviewed the plans for this inservice and made valuable suggestions. In particular, Mary Compton (Monroe), Lorraine Goosens (McDowell), and Kent Hudgins (Grant) offered much valuable advice. Jennie Bechtold (Wood) provided many insights into the interpretation of state-county test data as well as critiquing the entire inservice package and providing materials.

Two video tape recordings were developed to facilitate the instruction of this package. Appreciation goes to Charles Manly and Robert Moffett of the Fairmont State College Learning Resource Center for the making of these tapes. In addition, thanks to the participants of these tapes--Mary Marockie, Coordinator of Teacher Education, RESA VI (Wheeling); Mary Lynn Cocco, Principal, Core Elementary School (Monongalia County); and Patricia Alonso, Teacher, and Louise Arnett, Principal, East Dale Elementary School (Marion County). A special thanks to the second grade children at East Dale Elementary School.

All the information contained in Appendix E is the work of Jackie L. Horrocks, Principal of Oak Hill East End Elementary School in Fayette County. We are extremely appreciative of his contribution to this document.

The West Virginia Department of Education, Bureau of Learning Systems, and Division of Instructional Learning Systems merit special commendation for providing the impetus for this inservice program and professional assistance. Glen Cutlip, Robert Shockley, Richard Wilkes, and Gerald Perry were always ready to provide data and ideas as the package developed. Nicholas Hobar and H. G. "Jim" Priester (Professor of Education, Fairmont State College) gave valuable suggestions for objective writing and overall format. Joseph C. Basile, II, served as a ghost writer for this package from its conception. He assisted the authors in many untold ways and worked with us many late hours at night and did much to facilitate the package development. A special thanks is extended to Phil E. Suiter, Assistant State Superintendent of Schools, who had faith in our ability to perform the task and who afforded us with every possible professional courtesy from the Bureau of Learning Systems.

Finally, gratitude is extended to Lois Walker and Janice Perry who translated illegible cursive writing into readable copy.

Lowell [illegible]. Johnson
Carolyn P. Casteel
L. Carol Morgan

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GUIDELINES FOR CONDUCTING COMPETENCY-BASED INSERVICE

Materials Needed

- Attitude Feedback Forms (AFF)
- Overhead Projector
- Transparencies
- Transparencies (Acetate Sheets)
- Documents:
    - Interfacing Essential Competencies and Learner Outcomes With Developmental Reading: Program for Improving Reading Achievement
    - Mini-Packages:
        - Word Recognition - Inservice Mini-Package for Teachers
        - Comprehension - Inservice Mini-Package for Teachers
        - Work and Study Skills - Inservice Mini-Package for Teachers
        - Readiness - Inservice Mini-Package for Teachers
        - Recreational and Personal Development Reading - Inservice Mini-Package for Teachers
    - Indicators of Effective Inservice: Instructional Packages
    - Essential Competencies and Learner Outcomes: K-8, Reading
    - Scope and sequence of skills for the basal program used in the respective county
    - Teachers manual and corresponding skill book manual used in the respective county
- No. 2 Pencils
- IBM Answer Sheets
- Postassessment (Posttest)
- Video-Tape Recorder/Player
- Video-Tape or Cassette will be available from the respective Regional Education Service Agency

Steps to Follow in Conducting Workshop

I. Registration and Orientation

- Registration

  The following information should be secured on a registration form:

  Participant's Name ______________________

  Title ______________________

  County/School ______________________

  Date ______________________

  Basal Series Used ______________________

- Orientation
  - Rationale - Read verbatim package rationale and include local rationale and needs assessment data. Explain the importance of the competency-based staff development workshop
  - Objectives - Read verbatim terminal objectives so that participants will know the specific intents of the competency-based staff development workshop
  - Flowchart of Activities -
    - Explain the Flowchart of Activities and timeline (timeline altered to meet local needs)
    - Explain the Table of Contents
      - Gestalt of Package
      - Introduction
      - Rationale
      - Terminal Objectives and Enabling Objectives

- Preassessment (Pretest)
- Attitude Feedback Form
- Self-Evaluation Record
- Evaluation - Objective Mastery Chart
- Appendixes
- Indicators of Effective Inservice: Instructional Packages
- Mini-Packages

II. Preassessment (Pretest)

- Use No. 2 pencil and IBM Machine-Scorable Answer Sheets
- Use "Directions for Completing the Machine-Scorable Answer "Sheets"
- Return completed Machine-Scorable Answer Sheet to Glen Cutlip, Curriculum Development Specialist, Reading K-12, West Virginia Department of Education, Capitol Complex, Building 6, Room 338, Charleston, West Virginia 25305

III. Self-Evaluation Record and Evaluation - Objective Mastery Chart

- Explain the use of the Self-Evaluation Record by the workshop participant
- Explain the use of the Evaluation - Objective Mastery Chart by the workshop leader and the small group leaders

IV. Attitude Feedback Form

- Explain the use of the Attitude Feedback Form
- Return completed Attitude Feedback Forms to Glen Cutlip, Curriculum Development Specialist, Reading K-12, West Virginia Department of Education, Capitol Complex, Building 6, Room 338, Charleston, West Virginia 25305

V. Instruction

- Follow package as designed and as modeled during the August 8-12, 1977, County Reading Administrators Workshop

- Use large group, small group, and independent study techniques as called for in the package

- Use video-tape player/recorder as needed

VI. Postassessment (Posttest)

- Request copies of postassessments (posttests) from Glen Cutlip, Curriculum Development Specialist, Reading K-12, West Virginia Department of Education, Capitol Complex, Building 6, Room 338, Charleston, West Virginia 25305

- Use No. 2 pencil and IBM Machine-Scorable Answer Sheets

- Use "Directions for Completing the Machine-Scorable Answer Sheets"

- Return completed Machine-Scorable Answer Sheets to Glen Cutlip, Curriculum Development Specialist, Reading K-12, West Virginia Department of Education, Capitol Complex, Building 6, Room 338, Charleston, West Virginia 25305

VII. Additional Material Needs or Clarification

- Contact Glen Cutlip, Curriculum Development Specialist, Reading K-12, West Virginia Department of Education, Capitol Complex, Building 6, Room 338, Charleston, West Virginia 25305

VIII. Consultant Services or Technical Assistance

- Contact:
  - State Education Agency
    - Glen Cutlip, Curriculum Development Specialist, Reading K-12, West Virginia Department of Education, Capitol Complex, Building 6, Room 338, Charleston, West Virginia 25305
    - Raymond Brinzer, Curriculum Development Specialist, Language Arts, K-12, West Virginia Department of Education, Capitol Complex, Building 6, Room 338, Charleston, West Virginia 25305

Guidelines for Conducting Competency-Based Inservice (continued)

- Package Authors
    - Lowell Johnson, Professor of Education, Fairmont State College, Fairmont, West Virginia 26554
    - Carolyn Casteel, Graduate Student (West Virginia University), 1293 Van Voorhis Road, Apartment J, Morgantown, West Virginia 26505
    - Carol Morgan, Elementary Supervisor, Wyoming County Schools, P. O. Box 69, Pineville, West Virginia 24874
    - Merrill L. Meehan, Research Assistant Professor, University of Pittsburgh, 2604 Cathedral of Learning, Pittsburgh, Pennsylvania 15260
    - Joseph C. Basile, II, Director, Division of Instructional Learning Systems, West Virginia Department of Education, Capitol Complex, Building 6, Room 318, Charleston, West Virginia 25305
- Small Group Leaders
    - Jennie Bechtold, Supervisor of Elementary Language Arts, Wood County Schools, 1210 Thirteenth Street, Parkersburg, West Virginia 26101
    - Mary Compton, Reading Supervisor, Monroe County Schools, P. O. Drawer J, Union, West Virginia 24983
    - Lorraine Goosens, Reading Specialist, McDowell County Schools, Lower McDowell Street, Welch, West Virginia 24801
    - Kent Hudgins, Director, Elementary Curriculum, Grant County Schools, 204 Jefferson Avenue, Petersburg, West Virginia 26847

West Virginia Department of Education
Bureau of Learning Systems
Division of Instructional Learning Systems

A Program for Improving Reading Achievement

DIRECTIONS FOR COMPLETING THE MACHINE-SCORABLE ANSWER SHEETS

PART I: (Sheet Vertical) (use a No. 2 pencil)

In the upper left block for fill-in information:

1. (Optional) Under "School or Organization" write in the name of your school, county, institution, or organization.

2. Under "Name of Test" write in the word--"Interfacing" followed by a dash and one of the following words as instructed by the session leader--"Pretest" or "Posttest" or "Indicators."

3. Under "Date of Test" write in the present month, day, and year.

4. Leave "Grade and Section" blank.

PART II: (Sheet Horizontal)

In the "Student Number" section:

1. In the first number column only, write in the correct number according to the following code:

    0 = Pretest (A)
    1 = Posttest (B)
    2 = Indicators of Effective Inservice: Instructional Packages (IEIIP) (Evaluation of the actual Interfacing... Package itself)
    3 = IEIIP - Readiness Mini-Package
    4 = IEIIP - Word Recognition Mini-Package
    5 = IEIIP - Comprehension Mini-Package
    6 = IEIIP - Work and Study Skills Mini-Package
    7 = IEIIP - Recreational Reading and Personal Development Mini-Package
    8 = To be assigned later
    9 = To be assigned later

2. In the next two columns (the second and third) write in your correct age in years.

3. In the next two columns (the fourth and fifth) write in your two digit session code which your session leader will give to you. It is _____.

Directions for Completing the Machine-Scorable Answer Sheet (continued)

4. In the last four boxes (the sixth through ninth) write in your last four social security numbers or any other random set of four numbers, such as your house street number or the last four digits of your telephone number. Pick a set of four numbers that you will remember easily for other data collection devices.

5. Last, darken in the correct "ovals" under each number in this section. Every column should have a number in it; there are no blanks.

PART III: (Sheet Horizontal)

In the "Student Name" section:

1. Draw a line through all the boxes in the "Last Name" section. The Program for Improving Reading Achievement has no need for an individual's name. The four random numbers selected earlier are the only identifiers needed.

2. Draw a line through the box in the "First Initial" column.

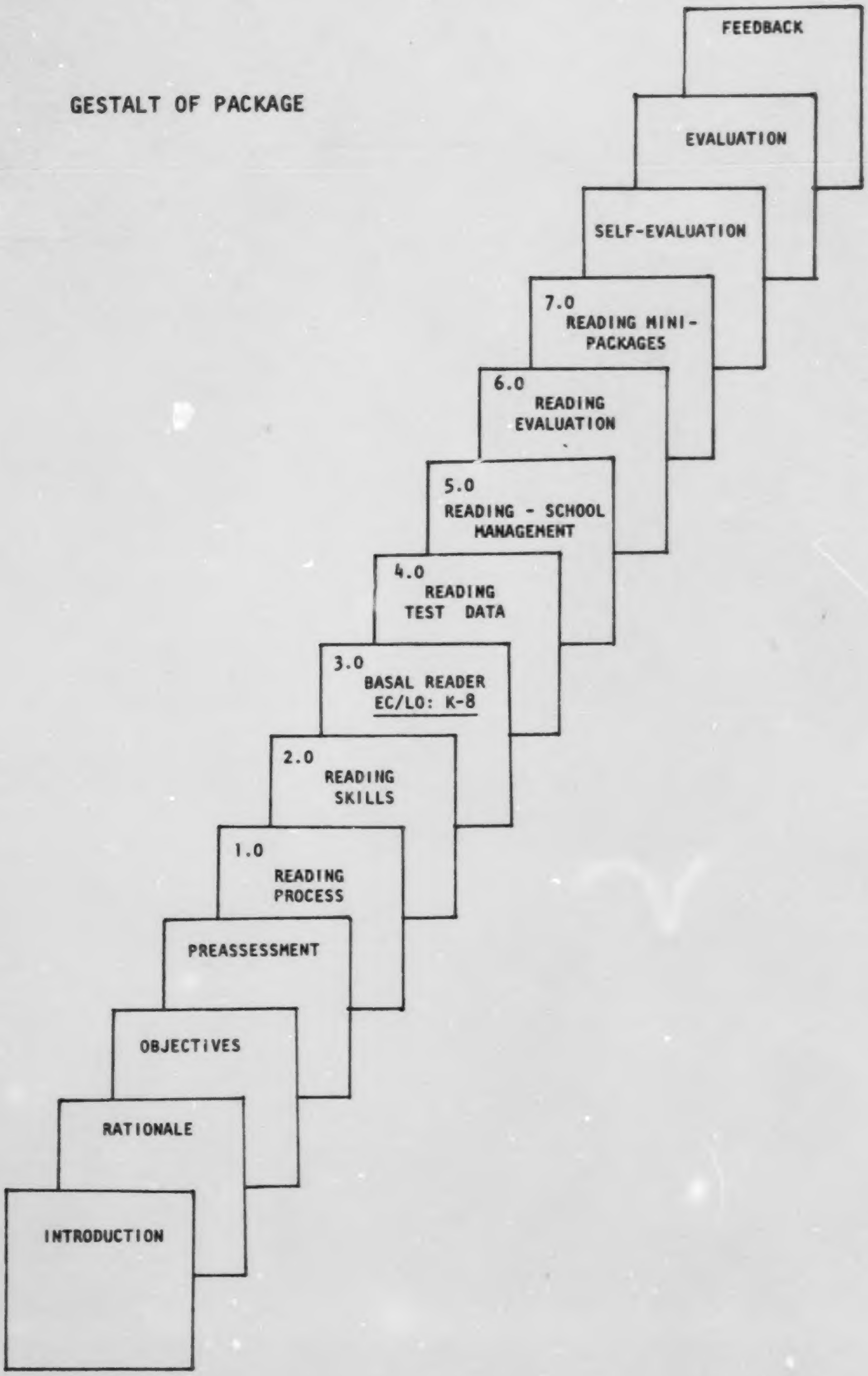
3. In the box at the top of the "Second Initial" column, write in "M" if you are a male or write in "F" if you are a female. Next, darken the "oval" under either "M" or "F."

PART IV: (Sheet Vertical)

1. Read the "Marking Instructions" section (in the square).

2. Fill in the numbered items with your responses.

GESTALT OF PACKAGE


INTRODUCTION
RATIONALE
OBJECTIVES
PREASSESSMENT
1.0 READING PROCESS
2.0 READING SKILLS
3.0 BASAL READER EC/LO: K-8
4.0 READING TEST DATA
5.0 READING - SCHOOL MANAGEMENT
6.0 READING EVALUATION
7.0 READING MINI-PACKAGES
SELF-EVALUATION
EVALUATION
FEEDBACK

INTERFACING* ESSENTIAL COMPETENCIES AND LEARNER OUTCOMES WITH DEVELOPMENTAL READING

Introduction

The West Virginia Board of Education and the West Virginia Department of Education believe the primary purpose of education is the improvement of students' knowledge, attitudes and skills. In February 1975, after a systematic and extensive statewide survey of citizens of West Virginia, the West Virginia Board of Education and the West Virginia Department of Education established seventeen learner goals in four priority levels and formally adopted these goals as the Educational Goals for West Virginia.

Priority Level I of the Educational Goals for West Virginia has one goal:

> "Each individual shall acquire mastery of the skills needed for reading, writing, speaking, perceiving and using numbers."

This priority Level I goal gave impetus to the development of a comprehensive program for improving reading achievement. This major thrust was initiated through the Bureau of Learning Systems and the Division of Instructional Learning Systems.

On June 27, 1975, the State Superintendent of Schools commissioned the Reading Achievement Task Force to produce recommendations for the establishment of a state plan for improving reading achievement. After extensive data collection and data analysis, the Task Force presented the Report of the Reading Achievement Task Force to the State Superintendent of Schools.

On November 14, 1975, the State Board of Education adopted a resolution establishing the teaching of reading and the other communication skills as the highest curricular and instructional priority in the schools. As of December 12, 1975, the State Board adopted A Program for Improving Reading Achievement (PIRA) as the objective process-based model for improving reading achievement. This comprehensive plan (PIRA) is the result of the substantive commitment of the West Virginia Board of Education, West Virginia Department of Education, county boards of education, county education agencies, regional education service agencies, institutions of higher education and classroom teachers.

PIRA outlines five major objectives:

- Establish in West Virginia elementary schools the priority of teaching reading and the other basic communication skills.
- Develop procedures which will insure implementation of teaching practices that will concentrate on reading and the other basic communication skills.

---

*Interfacing - the process by which two systems interact or communicate. (Interface - the place in which independent systems meet and act on or communicate with each other.

- Provide educational programs which may be utilized by the parent-community for the purpose of becoming knowledgeable regarding the development of reading skills in children.

- Revise standards for training and certifying K-8 personnel.

- Facilitate, coordinate and disseminate assessment, evaluation, and research related to reading achievement in West Virginia.

By resolution, the West Virginia Board of Education and most counties in the State have demonstrated commitment to the five major objectives of PIRA by naming reading as the highest curricular and instructional priority. The West Virginia Department of Education is presently implementing PIRA with Right-to-Read funds and existing resources within the Division of Instructional Learning Systems, Bureau of Learning Systems.

This inservice instructional package, Interfacing Essential Competencies and Learner Outcomes with Developmental Reading, is one of a series of competency-based staff development packages which is designed to raise the competency level of the county reading administrators, principals, and teachers and to help learners meet the challenges of learning to read.

It is believed that these materials will contribute to the improvement of reading achievement in West Virginia.

Joseph C. Basile II

Joseph C. Basile, II
Director
Division of Instructional
Learning Systems

RATIONALE

The purposes of this competency-based staff development package, Interfacing Essential Competencies and Learner Outcomes with Developmental Reading, are to provide County Reading Administrators (CRAs) and principals with training in (a) the reading process; (b) basic skills in reading; (c) the assessment of reading skills; (d) the organization of a school management plan; (e) instructional strategies for developing essential reading skills; and (f) evaluating techniques for modification of reading skill development.

An additional intent of this material is to extend training beyond the CRAs and principals and include subsections, "mini-packages," designed specifically for teachers. These mini-packages are to be utilized by the principal with the aid of local, regional, state, and higher education resource and support personnel to facilitate improvement in the reading program.

The writers of this instructional package make certain prerequisite assumptions and believe that:

1. The principal is the instructional leader of the school whose beliefs, attitudes and leadership competencies effect the quality of reading instruction.

2. The EC/LO: K-8 represents a set of essential skills to be achieved by West Virginia learners in a developmental reading program.

3. The schools in the state are teaching the EC/LO: K-8 via presently adopted reading programs, but many learners are not achieving the skills.

4. The reading program needs to be assessed and alternatives need to be developed for those learners who do not achieve the EC/LO: K-8 through the use of the basal reading program.

It is hoped that the end result of this instructional package will be a major contribution to the improvement of reading achievement in West Virginia.

INTERFACING ESSENTIAL COMPETENCIES AND LEARNER OUTCOMES WITH DEVELOPMENTAL READING

Terminal Objectives

At the conclusion of the inservice, the participant will:

1.0 Analyze and synthesize the tasks confronting the beginning reader in relation to the reading process.

2.0 Demonstrate a knowledge of the skills involved in a reading program.

3.0 Analyze a basal reading program.

4.0 Analyze test data at the building level to determine strengths and weaknesses in the reading skills of learners and to establish curricular implications as it relates to the EC/LO: K-8.

5.0 Analyze the organization of a school management plan for reading instruction as related to the EC/LO: K-8.

6.0 Analyze and evaluate the assessment of reading instruction in a simulated situation.

7.0 Evaluate the reading skills inservice packages for teachers.

Enabling objectives which further define these terminal objectives are listed prior to each section of the training program.

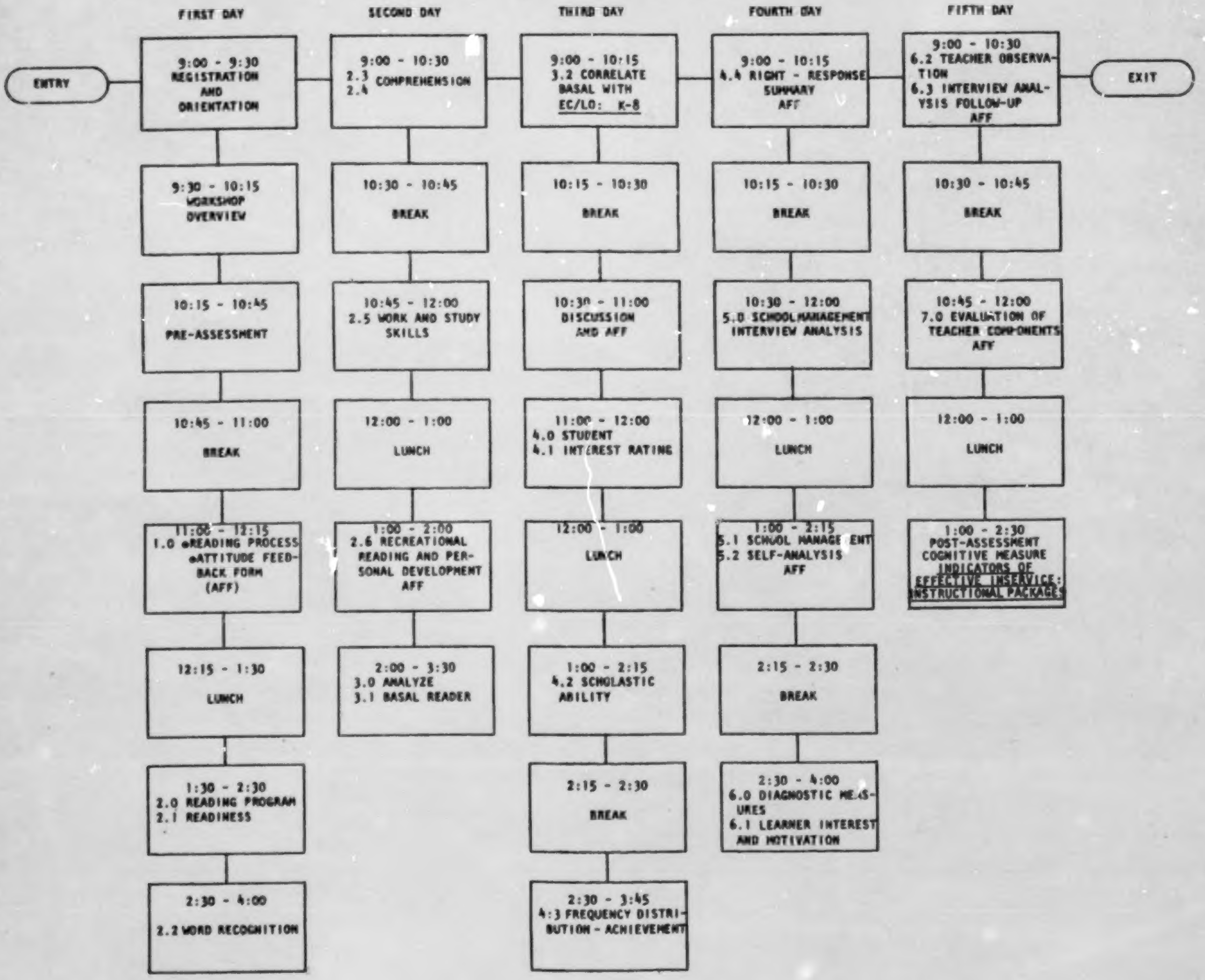
PROPOSED INSERVICE SCHEDULE

FOR

INTERFACING ESSENTIAL COMPETENCIES AND LEARNER OUTCOMES

WITH DEVELOPMENTAL READING COMPETENCY-BASED STAFF DEVELOPMENT WORKSHOP:

PROGRAM FOR IMPROVING READING ACHIEVEMENT



FIRST DAY	SECOND DAY	THIRD DAY	FOURTH DAY	FIFTH DAY
9:00 - 9:30 REGISTRATION AND ORIENTATION	9:00 - 10:30 2.3 2.4 COMPREHENSION	9:00 - 10:15 3.2 CORRELATE BASAL WITH EC/LO: K-8	9:00 - 10:15 4.4 RIGHT - RESPONSE SUMMARY AFF	9:00 - 10:30 6.2 TEACHER OBSERVATION 6.3 INTERVIEW ANALYSIS FOLLOW-UP AFF
9:30 - 10:15 WORKSHOP OVERVIEW	10:30 - 10:45 BREAK	10:15 - 10:30 BREAK	10:15 - 10:30 BREAK	10:30 - 10:45 BREAK
10:15 - 10:45 PRE-ASSESSMENT	10:45 - 12:00 2.5 WORK AND STUDY SKILLS	10:30 - 11:00 DISCUSSION AND AFF	10:30 - 12:00 5.0 SCHOOL MANAGEMENT INTERVIEW ANALYSIS	10:45 - 12:00 7.0 EVALUATION OF TEACHER COMPONENTS AFF
10:45 - 11:00 BREAK	12:00 - 1:00 LUNCH	11:00 - 12:00 4.0 STUDENT 4.1 INTEREST RATING	12:00 - 1:00 LUNCH	12:00 - 1:00 LUNCH
11:00 - 12:15 1.0 •READING PROCESS •ATTITUDE FEEDBACK FORM (AFF)	1:00 - 2:00 2.6 RECREATIONAL READING AND PERSONAL DEVELOPMENT AFF	12:00 - 1:00 LUNCH	1:00 - 2:15 5.1 SCHOOL MANAGEMENT 5.2 SELF-ANALYSIS AFF	1:00 - 2:30 POST-ASSESSMENT COGNITIVE MEASURE INDICATORS OF EFFECTIVE INSERVICE: INSTRUCTIONAL PACKAGES
12:15 - 1:30 LUNCH	2:00 - 3:30 3.0 ANALYZE 3.1 BASAL READER	1:00 - 2:15 4.2 SCHOLASTIC ABILITY	2:15 - 2:30 BREAK	
1:30 - 2:30 2.0 READING PROGRAM 2.1 READINESS		2:15 - 2:30 BREAK	2:30 - 4:00 6.0 DIAGNOSTIC MEASURES 6.1 LEARNER INTEREST AND MOTIVATION	
2:30 - 4:00 2.2 WORD RECOGNITION		2:30 - 3:45 4:3 FREQUENCY DISTRIBUTION - ACHIEVEMENT		

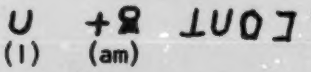
WEST VIRGINIA DEPARTMENT OF EDUCATION
BUREAU OF LEARNING SYSTEMS
DIVISION OF INSTRUCTIONAL LEARNING SYSTEMS

Preassessment

PRETEST: Interfacing Essential Competencies and Learner Outcomes with Developmental Reading - Form A

DIRECTIONS: This pretest is divided into two sections: Section I is Multiple Choice, Section II is Alternative Response. You are to respond to the best of your ability on each item; there is no penalty for guessing. Each pretest item is worth one point. Please read the specific directions for each part very carefully.

SECTION I: MULTIPLE CHOICE - Select the single best response from the choices and darken the letter on the answer sheet corresponding to it. Note that items numbered 4 to 16 are examples of teaching or testing items for reading skills. Read each item and select the best response it represents and darken its corresponding letter on the answer sheet.

1. The following set of symbols in quotes "" translates into what three-word sentence below in the traditional English symbol system?

   a. I am sick.
   b. I am well.
   c. I am mean.
   d. I am good.

2. Consider: "Gleep not fud your lobin neg mo et you; gleep fud you neg mo et your lobin." The main idea of this quote is:

   a. Evolutionism
   b. Spiritualism
   c. Freedom
   d. Patriotism

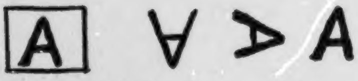
3. Of the following tasks, which one represents a major task in the reading process:

   a. Reading 500 words per minute
   b. Using SQ3R study technique
   c. Inferring meaning
   d. Disciplined classroom

4. Draw a line from the circle to the star.

a. visual memory
b. eye-hand coordination
c. sequencing
d. gross sounds

5. Select the one that is the same as the one in the box on the left.



a. opposites
b. visual discrimination
c. categorizing
d. gross sounds

6. Identify the prefixes and suffixes in the following words:

Prefix	Mistake
Nonsmoker	Hostess

a. inflectional endings
b. compound words
c. word families
d. affixes

7. Circle the blends in the following words:

Stripe Blend Elephant Church

a. vowel diphthong
b. syllable concepts
c. consonant blends
d. consonant digraphs

8. Rearrange this paragraph so that it is in proper order.

_____His mother beckoned him to breakfast.
_____John arose and took a shower.
_____He quickly consumed his vitamins and minerals and went in haste to catch the bus.

a. character traits
b. sequencing
c. classifying
d. author's mood

9. Write a word that sounds the same as the following words:

Dear ______________ Bare ______________ Profit ________________

a. homophones
b. homographs
c. "r" controlled vowel
d. synonyms

10. The question "Is the mood of the poem simple or complex?" is an example of:

a. interpretive comprehension
b. critical comprehension
c. literal comprehension
d. none of the above

11. The question "What color is Eric's hair?" is an example of:

a. interpretive comprehension
b. critical comprehension
c. literal comprehension
d. none of the above

12. The question "What is there in Sarah's manner that indicates she is depressed?" is an example of:

a. interpretive comprehension
b. critical comprehension
c. literal comprehension
d. none of the above

13. Where would you go to obtain the following information?

____1. the population of London
____2. synonyms and antonyms
____3. the distance from Charleston to Kopperston

a. relevant vs. irrelevant facts
b. problem solving
c. reference materials
d. anticipates outcomes

14. Write the words represented by the following spelling:

d$\overset{+}{e}$ · kr$\bar{\imath}$' __________________ s$\bar{\imath}$ f$\overset{\frown}{\breve{e}r}$ __________________ t$\check{a}$k

a. phonetic spellings
b. guide words
c. SQ3R study technique
d. tactile kinesthetic integration

15. The teacher holds an individualized conference with a learner to share ideas he/she read in a book.

    a. choral reading
    b. sharing reading experiences
    c. SQ3R study technique
    d. comparative endings

16. Make puppets and act out the "Three Little Pigs."

    a. acronyms
    b. phonetic analysis
    c. structure analysis
    d. dramatization

17. On a reading interest rating form for your school, learners scored a mean of 4.3 on a 5.0 scale (5=like very much, 1=dislike very much). The implication of this score is:

    a. The learners are neutral about reading.
    b. Motivational aspects of reading instruction should be stressed.
    c. The libraries and/or media center will receive little use in this school.
    d. Learners assessed in this data collection are interested and motivated toward reading.

18. On a frequency distribution for scholastic ability from state-county test data, the verbal ability percentile mean for the school was 55 and the nonverbal ability percentile mean was 65. These data may suggest:

    a. Potential is not fully expressed in performance on school-related tasks.
    b. Verbal and nonverbal abilit of the learners appear to be compatible.
    c. Potential is fully realized.
    d. Perceptual-motor development should be stressed in the instructional program.

19. On a national percentile frequency distribution from the state-county test data, learners in this school scored a percentile mean of 45 in vocabulary and 35 in comprehension. These data may suggest:

    a. Vocabulary no longer needs to be stressed and emphasis should be placed, instead, on comprehension skills.
    b. The school staff should determine if the comprehension skills are being taught and see that instruction is provided for skills which need emphasis.
    c. The scores appear to be invalid because the vocabulary score should indicate the ability of learners to infer meaning.
    d. None of the above.

20. On a national percentile frequency distribution from state-county test date, learners in this school scored a percentile mean of 39 in total reading. The verbal ability percentile mean for these students was 57. These data indicate that:

    a. Learner achievement is in line with learner ability.
    b. No direct relationship can be made between these two scores.
    c. Learners are not achieving in accordance with their ability.
    d. None of the above.

The following represents ideas gleaned from an interview between Phanny Phonics, reading specialist, and Peter Principal, administrative head of Dudley Doright Elementary School.

> Peter indicated that his school was basically traditional and utilized the self-contained classroom organization. However, besides unit teaching, teachers also personalize their instruction through inter-class skill grouping and tutorial assistance from the community. Placement in skill grouping was determined by the basal reading evaluation component. Student records related to reading included scores on standardized reading tests and basal levels completed. Peter believed that the Essential Competencies/ Learner Outcomes: K-8 were compatible with his school's basal program and little would have to be done to interface them with the basal series.

Based on the above interview description, answer the following four questions by marking the correct response.

21. The learning environment in the school is:

    a. Departmentalized
    b. Self-contained
    c. Competency-based
    d. Non-graded

22. The grouping pattern of the school was:

    a. Determined solely by basal reader placement tests
    b. Determined by detailed diagnostic technique
    c. Departmentalized
    d. Grouping between classes

23. The record keeping system for learners included:

    a. Diagnostic prescriptions
    b. Student progress forms
    c. Continuous progress forms
    d. Student achievement

24. In order to interface the Essential Competencies/Learner Outcomes: K-8 with the reading program at Dudley Doright Elementary School, determine which one change, if any, should occur from the choices.

    a. A more complete plan for diagnosing student needs is essential.
    b. The learning environment should be changed to open space.
    c. Tutorial assistance from the community should be replaced by middle school students who have identified teaching as their career.
    d. None of the above.

25. A series of paragraphs taken from a basal program arranged in increasing difficulty describes what type of reading diagnostic instrument?

    a. Criterion-referenced tests
    b. Standardized test
    c. Informal reading inventory
    d. Mastery test

26. Tests designed by publishers of basal reading programs which measure the learner's general ability to attack words and to comprehend are examples of what type of reading diagnostic instrument?

    a. Criterion-referenced test
    b. Standardized test
    c. Informal reading inventory
    d. Mastery test

27. Assume you are evaluating classroom reading instruction via observation. Examine the following sample of characteristics of the instruction and select the one characteristic which represents evidence of effective instruction.

    a. The teacher has written objectives for instruction.
    b. The teacher does not deviate from the outline provided by the basal program.
    c. Questioning techniques are primarily literal in nature.
    d. Emphasis upon student experiences is minimal.

28. Assume you are conducting a follow-up interview with a teacher after you have completed an observation of classroom reading instruction. From the choices below, select the one which represents an effective follow-up procedure.

    a. Make the interview as brief as possible and provide the teacher with a copy of the observation checklist so that the teacher may draw his/her own conclusions.
    b. Discuss negative issues only so that these may be corrected.
    c. Suggest resources for improving instruction.
    d. Discuss strengths so as not to discourage the teacher by pointing out areas needing improvement.

SECTION II: ALTERNATIVE RESPONSE - In this section three sets of items are presented. Each set is introduced with the situation and instructions for its items. Read the situation and instructions, choose the right answer, and darken its corresponding letter on the answer sheet.

Listed below are characteristics of a basal reading program. Read each statement and select (a) if the item is a characteristic which represents a a strength in the reading program and select (b) if the item is a characteristic which represents a weakness in the reading program.

29. a. b. The authors are Walter Word of Context College and Sally Sentence of Phonics University and the publisher is Joy of Reading International.

30. a. b. Readability is at least one year above grade level.

31. a. b. Teacher's manual contains objectives for instruction, lesson plans, ideas for individualization and resources.

32. a. b. Scope and sequence indicates all skills which are taught in sequential order from simple to complex.

33. a. b. Ditto masters, tapes and filmstrips are core components of this program.

Below are sample items from a scope and sequence for a basal reading program and the level at which the skills are introduced. Select (a) if the skill and level of introduction are compatible with the concepts in the Essential Competencies/Learner Outcomes: K-8. Select (b) if they are not compatible.

			Scope and Sequence	Level of Introduction
34.	a.	b.	Visual Perception	Primary
35.	a.	b.	Making Inferences	Intermediate
36.	a.	b.	Cause/Effect Relationship	Primary
37.	a.	b.	Detecting Propaganda	Intermediate

On a right response summary and item analysis sheet from state-county test data the following information is obtained. Select (a) at the left of the item description if it represents a problem and select (b) if the item is not a problem area. N = National and L = Local

			Item Description	Percent Correct		
				N	L	L-N
38.	a.	b.	Recall of Synonym	48	49	01

			Item Description	Percent Correct		
				N	L	L-N
39.	a.	b.	Literal Recall	60	47	-13
40.	a.	b.	*Context Clues*	54	45	-09
41.	a.	b.	Interpretation	50	41	-09

1.0 TERMINAL OBJECTIVES

At the conclusion of this section of the inservice, the participant will:

1.0 Analyze and synthesize the tasks confronting the beginning reader in relation to the reading process.

1.1 Given sentence(s) written in a different symbol system, the participant will change each of them to traditional orthography.

1.2 Given sentences containing nonsense words, the participant will comprehend the meaning of the selection by responding to each question.

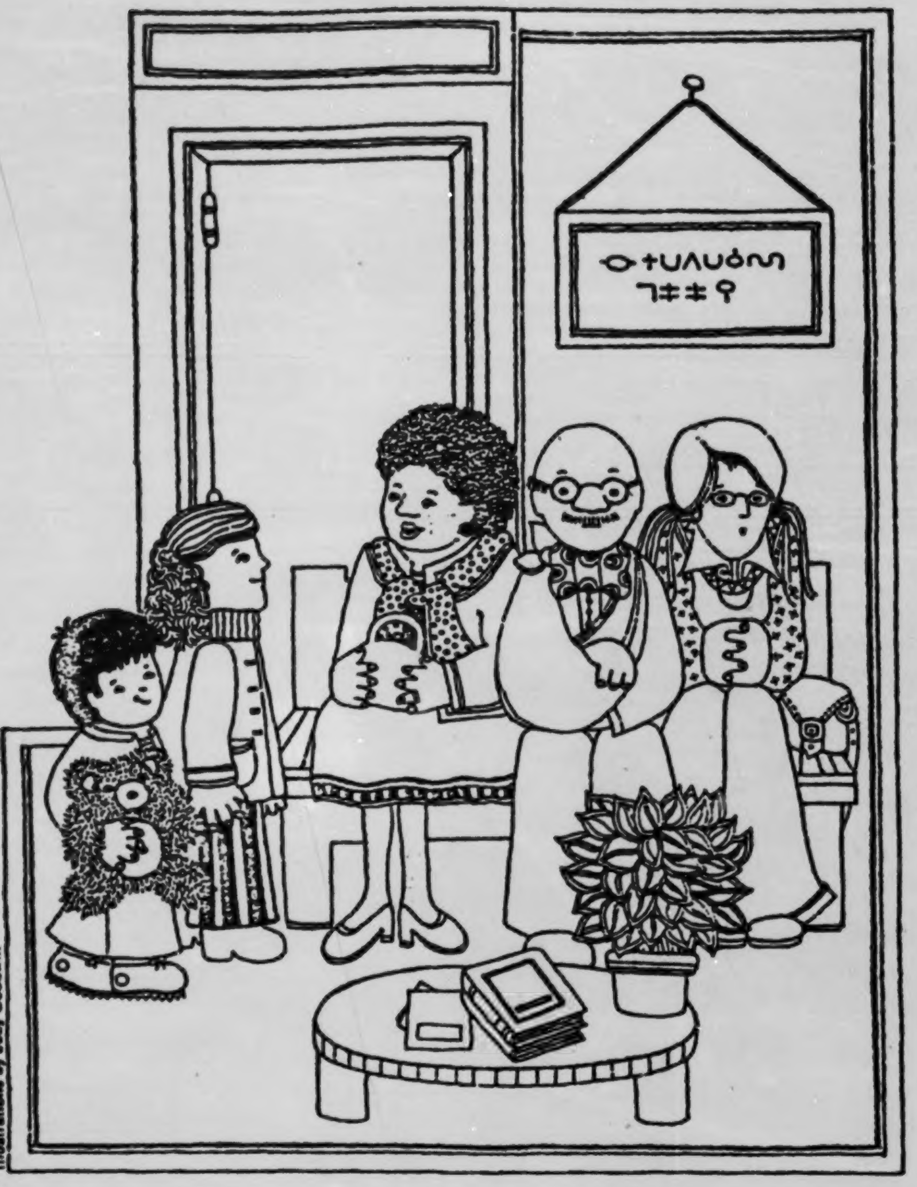
1.3 After studying several definitions of reading, the participants will summarize a minimum of two major tasks involved in the reading process.

YOUR DEFINITION OF READING

Before beginning the activities in this section, write a definition of reading based upon the knowledge you have about how you learned to read and your previous experiences with reading. Set the definition aside for later reference.

1.1 DECODING A SYMBOL SYSTEM

In order to learn to read, the individual must decode the symbol system. To simulate the tasks confronting the beginning reader, read the following material and change it to the traditional orthography.



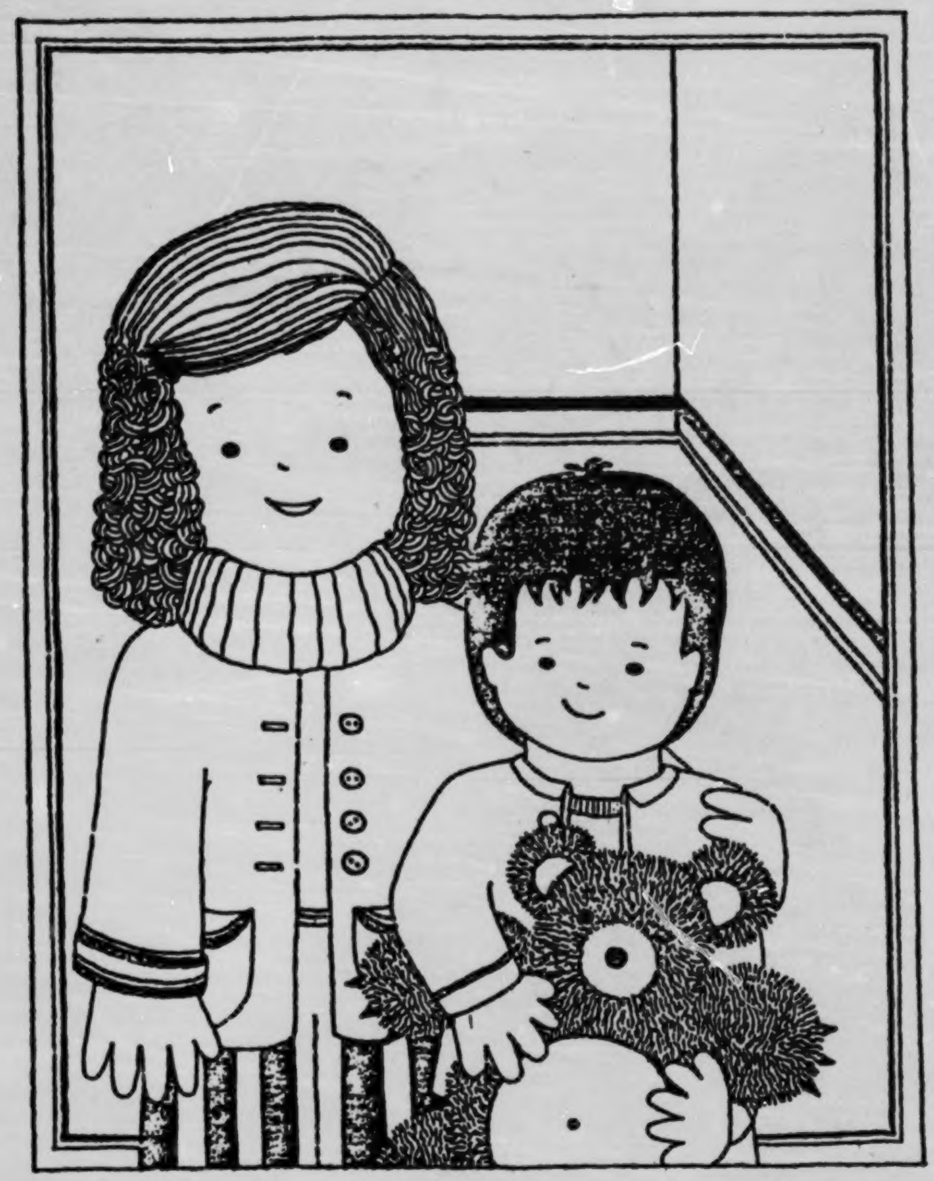
Illustrations by Judy Goodwin

ㄱ⊗ (Are) ㄹǂ⊸ (you) ⊥∪ᑎ⊐ (sick)?

+ㄱ⊗ ㄹǂ⊸ ⊸+∪∧∪δᙏ (waiting) ∇ǂㄱ (for) ∧□⊗ (the)

⊔ǂᑎ∧ǂㄱ (doctor)?

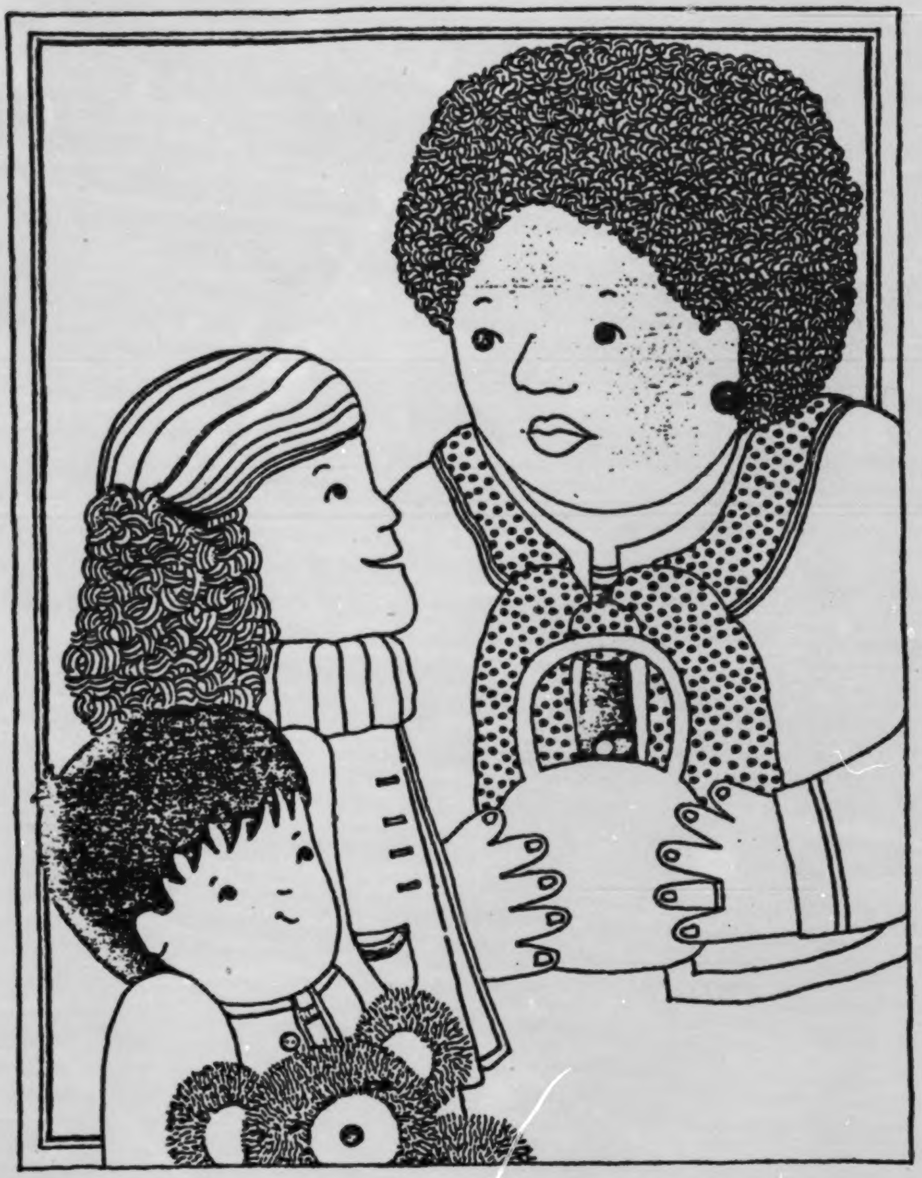
7



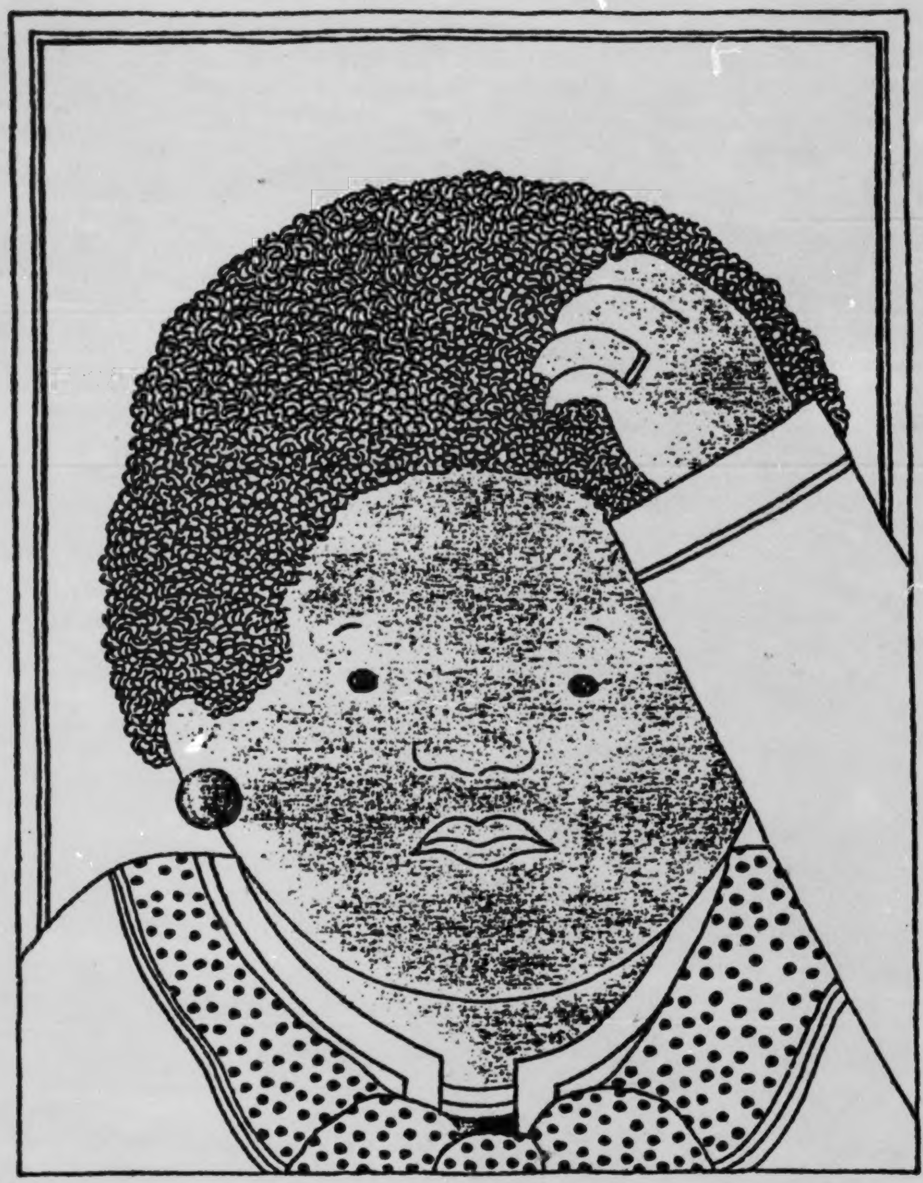
⟜⊗(We) +ᒣ⊗ ᑯǂ∧(not) ⊥∪∩⊐.

⟜⊗ +ᒣ⊗ ⟜+∪∧∪ᑯ⋒ ∇ǂᒣ ǂ⊸ᒣ(our) ♀ǂ∧□⊗ᒣ(mother).

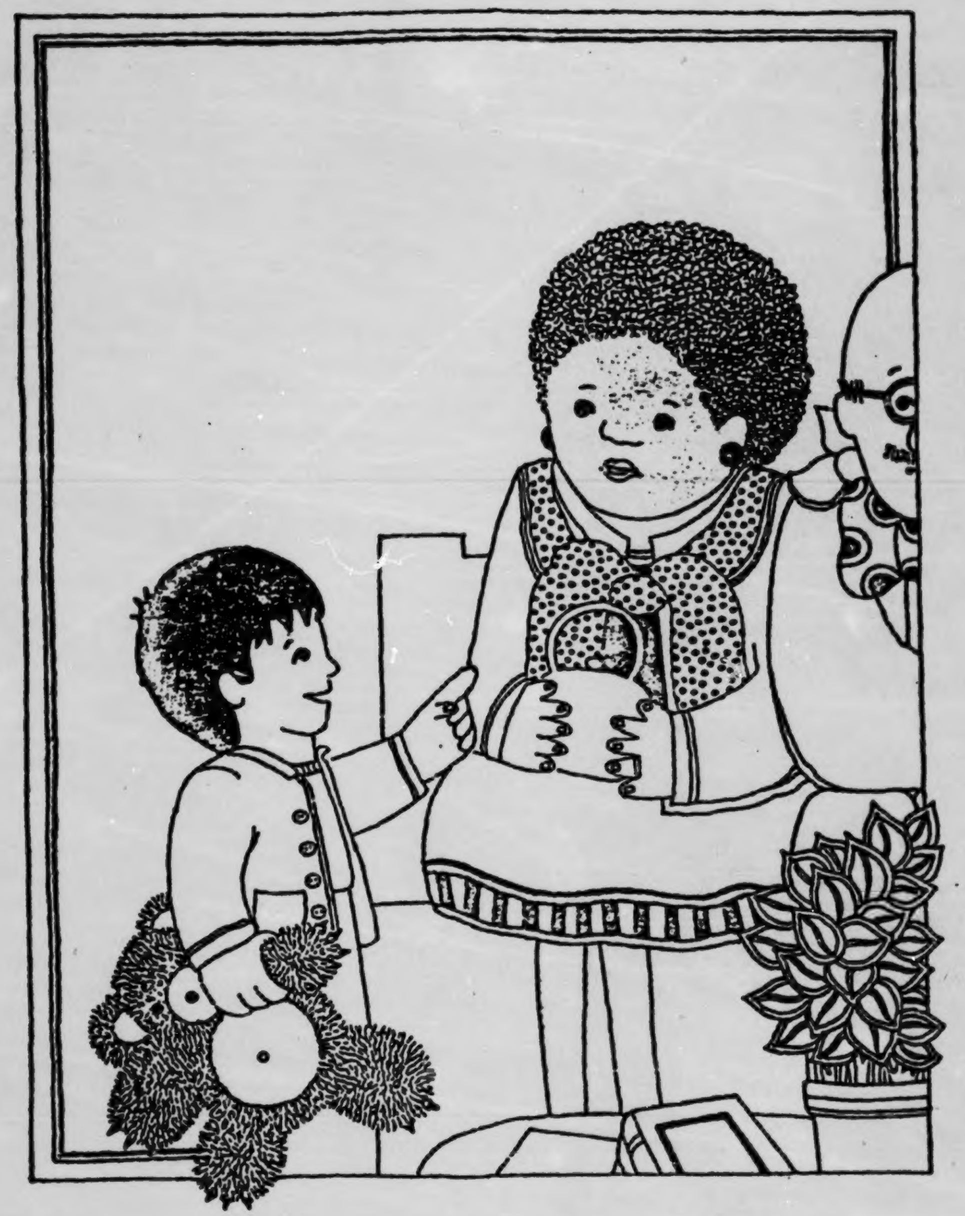
8



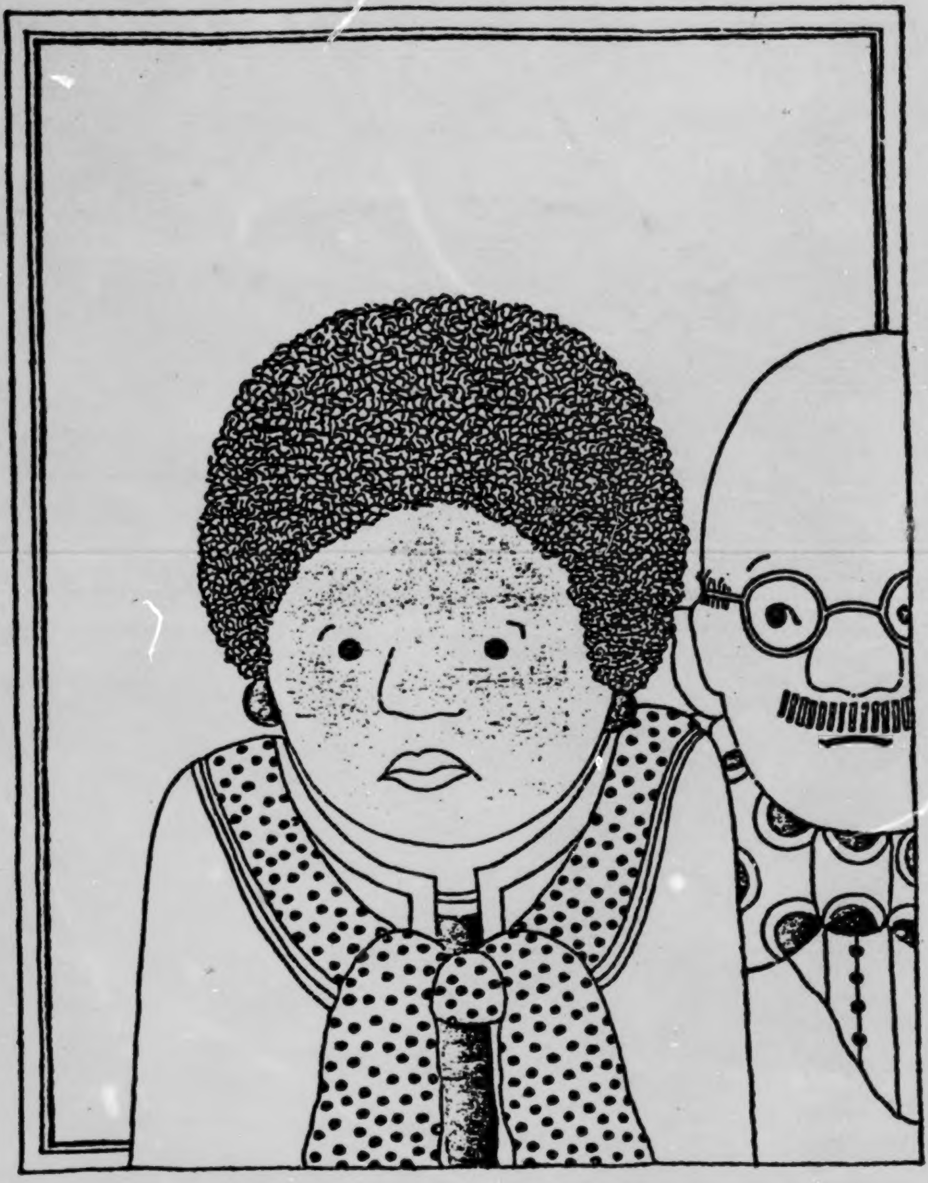
+┐⊗ 2‡⊸ ⊥∪0⊐?
+┐⊗ 2‡⊸ ◇+∪∧∪ᵒᗰ ∇‡┐ ∧□⊗ ⊔‡0∧‡┐?



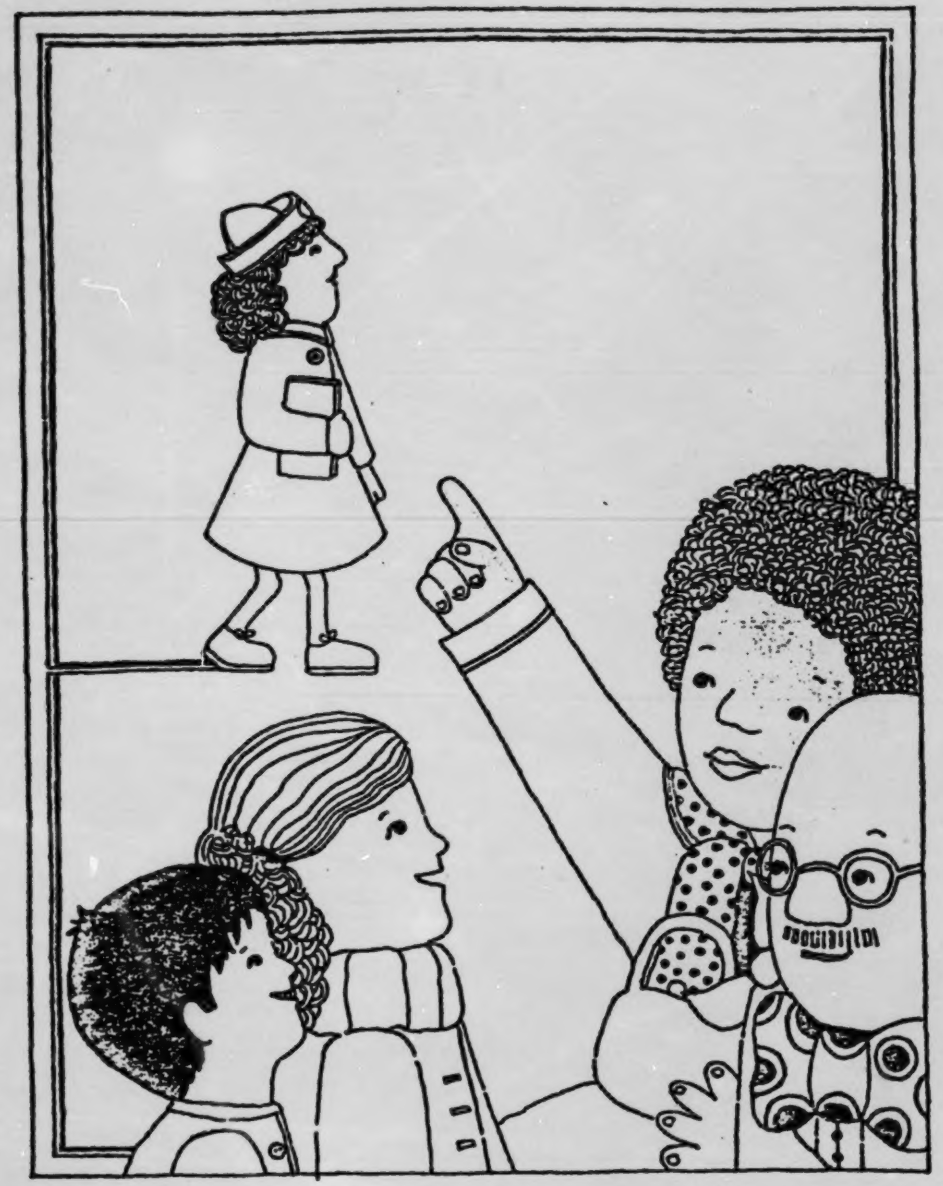
∪(I) +⫯(am) ⊥∪⍝⊐.
∪ +⫯ ⟜+∪∧∪⫰ᙏ ∇ǂ˥ ∧□⊗ ⊔ǂ⍝∧ǂ˥.
∪⊥(Is) ᘔǂ⊸˥(your) ⫯ǂ∧□⊗˥ ⊥∪⍝⊐?



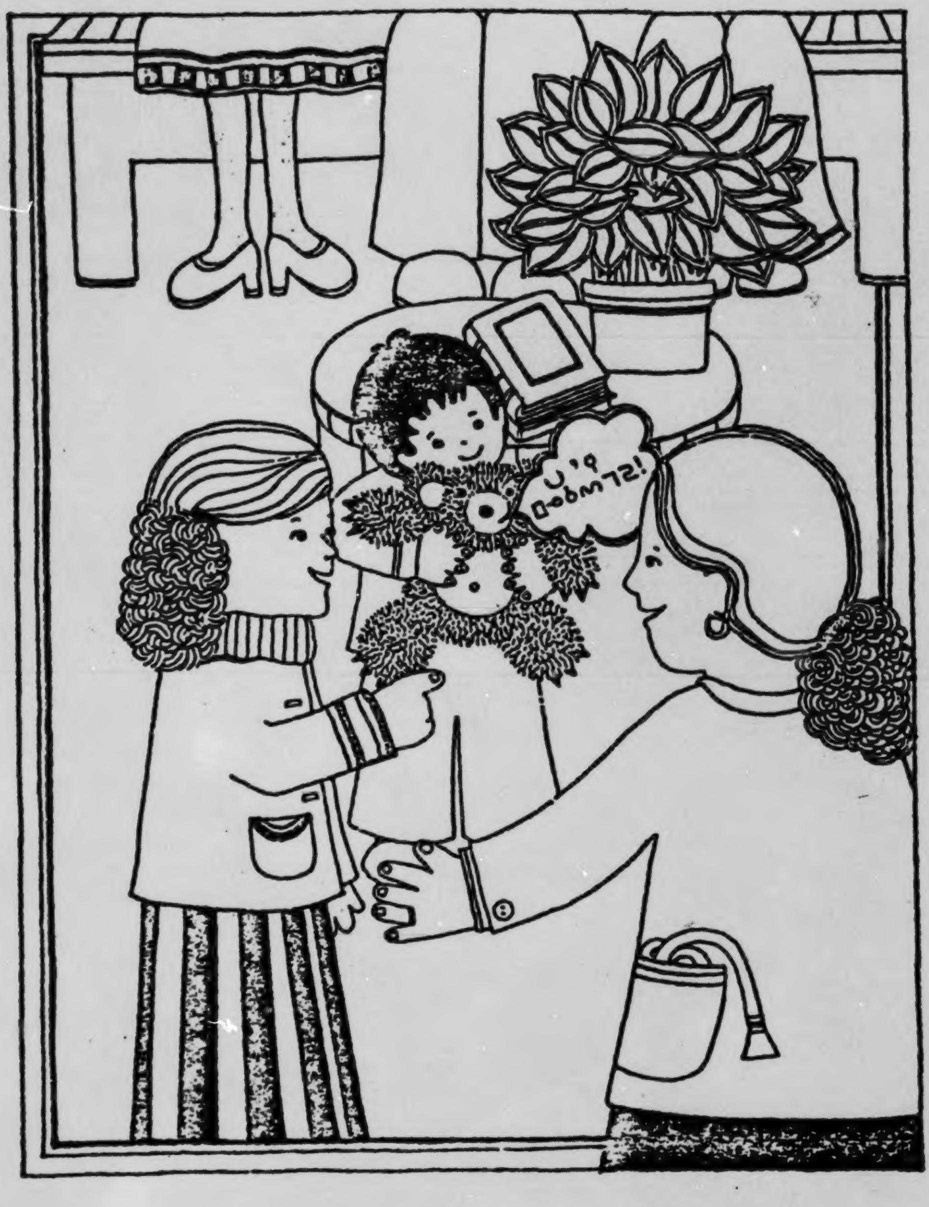
ǂ⊸˥ ⫯ǂ∧□⊗˥ ∪⊥ ⫰ǂ∧ ⊥∪⌂⊐.
⟜⊗ +˥⊗ ⟜+∪∧∪⫰ᙏ ∇ǂ˥ V⊸⫰⌂□(lunch)
⟜∪∧□(with) ⫯ǂ∧□⊗˥.



ᘔǂ⊸ᒣ ⫯ǂ∧□⊗ᒣ ∪⊥ ⫰ǂ∧ ⊥∪Ո⊐?
⊸□ᘔ(Why) +ᒣ⊗ ᘔǂ⊸ ⊸+∪∧∪⫰ᗰ ∇ǂᒣ ᘔǂ⊸ᒣ
⫯ǂ∧□⊗ᒣ ∪⫰(in) ∧□⊗ ⊔ǂՈ∧ǂᒣ'⊥?



U⊥ Ƨ‡⊸ᒣ ⫯‡Λ□⊗ᒣ Λ□⊗ ⫰⊸ᒣ⊥⊗(nurse)?
‡⊸ᒣ ⫯‡Λ□⊗ᒣ U⊥ ⫰‡Λ Λ□⊗ ⫰⊸ᒣ⊥⊗.



ǂ⟜˥ ϙǂ∧□⊗˥ ⊔⊥ ∧̇□⊗ ⊔ǂ⌂∧ǂ˥.

1.1 DISCUSSION QUESTIONS:

1. Did you have difficulty in decoding the symbol system? If so, why?

2. What are some of the reasons children might have difficulty in learning to read?

3. What words were easy to remember? Why?

4. Did you apply initial sounds to the beginning of words?

5. Did you make comparisons of one form of the word with another form?

6. Did you find it more difficult to remember longer words or shorter ones?

7. What kind of tasks are involved in decoding symbols?

Turn to the Self-Evaluation Record and check (✓) your performance on objective 1.1.

1.2 COMPREHENDING MEANING

In addition to decoding the symbol system, it is necessary for the individual to comprehend meaning from what is read. To simulate this process, read the following paragraph which contains nonsense words and comprehend the meaning by answering the questions.

QUAMBLING AUKED A SWATTER PLIG

SUTS NERF IKED SWILL ET PLOE

AND NERTLEDORF LUT QUAMBLING TROF

THE PLIG IKED SURKED TE GLOE.

1. IF YOU AUKED A PLIG, WOULD SUT GLOE WITH YOU?
2. WHAT DID QUAMBLING AUK?
3. HOW SWILL IKED THE NERF?
4. IS SUT GOOD FOR A PLIG TO GLOE NERTLEDORF WITH QUAMBLING?

DISCUSSION QUESTIONS:

1. What was the easiest question to answer? Why?

2. What was the most difficult question to answer? Why?

3. What kind of tasks are involved in comprehending meaning?

4. What was your reaction to this selection?

1.2 FEEDBACK SHEET

Comprehending Meaning

TRANSLATION OF PARAGRAPH CONTAINING NONSENSE WORDS

Mary had a little lamb
its fleece was white as snow
and everywhere that Mary went
the lamb was sure to go.

Turn to the Self-Evaluation Record and check (✓) your performance on objective 1.2.

1.3 DEFINITIONS OF READING

Read the following definitions of reading. Look for any major concepts or tasks which seem to be evident in the definitions.

Dechant's Definition

1. Reading is a sensory process.
   Reading requires the use of the senses, especially vision. The reader must react visually to the graphic symbols. The symbols themselves must be legible, the eyes must see clearly and singly, and the light must be adequate.

2. Reading is a perceptual process.
   Reading occurs when meaning is brought to graphic stimuli. It is a progressive apprehension of the meanings and ideas represented by a sequence of words. It includes seeing the word, recognition of the word, awareness of the word's meaning, and relating the word to its context. This is perception in its fullest sense.

3. Reading is a response.
   Reading is a system of responses made to some graphic stimuli. These include the vocal and/or subvocal muscular responses made at the sight of the word, the eye movements during reading physical adaptions to the reading act such as postural changes, the critical and evaluative responses to what is being read, the emotional involvement of the reader, and meaningful reactions to the words.

4. Reading is a learned response.
   Reading is a response that must be learned by the child and is under the control of the mechanisms of motivation and reinforcement.

5. Reading is a developmental task.
   Developmental tasks have one basic characteristic: the child's readiness for them depends on the child's general development. Reading is a difficult task, and there is a most teachable moment for beginning reading and for each of the specific skills in reading. The child's level of achievement in reading depends on his overall growth and development.

6. Reading can be an interest.
   Reading may become an interest or a goal in its own right. It then may motivate other activity.

7. Reading is a learning process.
   Reading may become one of the chief media for learning. The child can use reading to acquire knowledge and to change his own attitudes, ideals, and aspirations. Genuine reading involves integration and promotes the development of the reader. It opens up to him a world of ideas, takes him to distant lands, and lets him walk side by side with the great sages of time.

Definitions (continued)

8. Reading is communication.
Reading is an active process. Communication from writer to reader occurs only if the reader can take meaning to the printed page. Without the reader, communication via the printed page is impossible.

Fry's Definition

Reading is the process of getting meaning from written language. Reading can also be defined as the receptive half of the written communication system - the other half is writing.

Zintz's Definition

Reading is decoding written words so that they can be produced orally. Reading is understanding the language of the author of a printed passage. Reading is the ability to anticipate meaning in lines of print so that the reader is not concerned with the mechanical details but with grasping ideas from groups of words that convey meaning.

1.3 SUMMARIZATIONS OF READING TASKS

I. Write an original definition of reading which summarizes at least four major tasks involved in reading.

II. Compare it with the definition you wrote at the beginning of this section. What similarities and differences do you see?

III. Discuss these differences with other participants.

Turn to the Self-Evaluation Record and check (✓) your performance on objective 1.3.

TERMINAL
OBJECTIVE: 1.0

Program for Improving Reading Achievement

Interfacing Essential Competencies and Learner Outcomes with Developmental Reading

Attitude Feedback Form (AFF)

Directions: Please complete this form, tear it out of this inservice package, and submit it to your instructional leader.

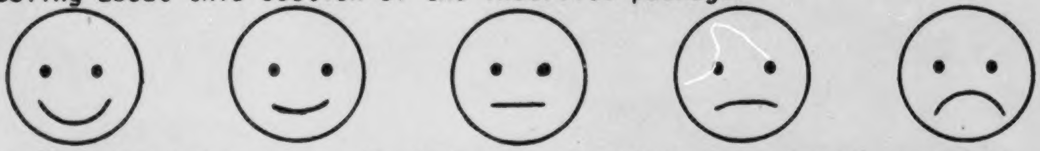
1. Name one or more strengths of this section of the inservice package.

2. List suggestions for improvement or revision of the content of this section of the inservice package.

3. What do you think about the organization and format of the materials of this section of the inservice package?

4. What do you think about the objectives and activities of this section of the inservice package? Please respond by identifying the enabling objectives by their numbers.

5. Please circle or otherwise mark the face corresponding to your overall feeling about this section of the inservice package.



6. In the space below or on the back, please write any personal reactions which you feel are important in terms of assessing the value and worthiness of this section of the inservice.

2.0 TERMINAL OBJECTIVE

At the conclusion of this section of the inservice the participant will:

2.0 Demonstrate a knowledge of the skills involved in developmental reading.

2.1 After studying definition(s) of reading readiness and reading readiness skills plus illustrative examples of each major readiness category contained in the Essential Competencies/Learner Outcomes: K-8, the participant will match each readiness skill with the illustrative examples with 80% mastery.

2.2 After studying definitions of word recognition skills and illustrative examples of each major skill category contained in the Essential Competencies/Learner Outcomes: K-8, the participant will match each skill with the example with 80% mastery.

2.3 After studying the definitions of comprehension skills and examples of each major category of comprehension contained in the Essential Competencies/Learner Outcomes: K-8, the participant will match each skill with the example with 80% mastery.

2.4 After reading a selection, the participant will answer each comprehension question in written form and identify each question as to whether it is literal, inferential, or critical comprehension with 80% mastery.

2.5 After studying the categories and definitions of work and study skills, the participant will complete each section of a chart in which he/she identifies the category, source and skill from the Essential Competencies/Learner Outcomes: K-8 with 85% mastery.

2.6 After studying definitions of recreational reading and personal development skills and examples of school/classroom practices, the participant will identify each skill represented by the practice with 75% mastery.

2.1 DEFINITIONS OF READING READINESS AND READING READINESS SKILLS

Directions: Below are definitions of reading readiness and reading readiness skills. Prior to your reading these definitions, your inservice leader will present an explanation of the major categories in reading readiness via transparencies. (See Appendix A.) Listen to the inservice leader's explanation, read the definitions and complete the exercise which follows.

READING READINESS - encompasses the prerequisite skills for learning to read at any level. Traditionally, readiness is taught formally in beginning reading instruction. Among the factors considered important for reading readiness are general health, maturation, social and economic background, emotional stability, and cognition.

The EC/LO: K-8 include the following skills categories:

A. Visual Motor Tactile Kinesthetic Integration - refers to a learner's ability to coordinate his vision and motor activity.

1. Eye-hand coordination - ability of the learner to coordinate the movements of the eyes with the hand. Poor eye-hand coordination has been related to poor letter formation.
2. Left-right progression - ability of the learner to work from the left to the right side of the page.
3. Directionality - an awareness in the learner of the direction right and left, up and down, etc., outside the body. Directional confusion may be related to reversals in reading.

B. Visual Perception - ability of the learner to receive, integrate, interpret, and retrieve visual stimuli. (Bush and Giles, 1977)

1. Visual discrimination - ability of the learner to note differences and likenesses among geometric forms, letters, and words.
2. Visual memory - the ability of the learner to remember objects, events or words seen. (Bush and Giles, 1977)

C. Auditory Perception - ability of the learner to organize the sensory data received through the ear. (Learner, 1971)

1. Auditory discrimination - ability of the learner to hear similarities and differences between and among two or more sounds. (Gillespie & Johnson, 1974) It includes the discrimination of gross sounds, fine sounds, and rhyming elements.
2. Auditory Memory - the ability of the learner to remember what one has heard.

Definitions (Continued)

D. Language Development - process of learning to express ideas in oral or written form.

1. Sequencing - ability of the learner to place ideas or events in logical or chronological order.
2. Classifying - ability of the learner to designate classes of things or relationships.
3. Likenesses and differences - ability of the learner to discriminate meaningful sounds in words, concepts, vocabulary and the sequence of words in phrases and sentences.
4. Opposites - ability of the learner to determine polarity.
5. Rhyming - ability of the learner to recognize words with the same ending sound unit.
6. Categorizing - ability of the learner to group objects on the basis of defined characteristics.

E. Gross and Fine Motor Skills

Gross motor - general physical coordination of the learner involving large muscles.

Fine motor - involves the learner's use of eye-hand coordination for specified tasks such as copying, tracing, cutting and writing.

F. Non-Letter Form - ability of the learner to read numerals and other symbols.

G. Listening to Stories - ability of the learner to hear stories which are read and to understand them.

2.1 READING READINESS SKILL SHEET

Directions: Below are examples of reading readiness activities. Read the activity and use the EC/LO: K-8 competency guide and definitions to identify the Reading Readiness skills represented. This can be an individual or group activity. The readiness categories are: Visual Motor Tactile, Kinesthetic Integration, Visual Perception, Auditory Perception, Language Development, Gross and Fine Motor Skills, Non-Letter Forms, and Listening to Stories. Skills are numbered under these categories in the EC/LO: K-8.

---

1. The teacher pronounces the letters B R L F T D and the child repeats them in proper sequence.

1. Category: ____________________

Skill: ______________________

---

2. Have the child mark the word which is the same as the first word curtain/ crution cartain curtain

2. Category: ____________________

Skill: ______________________

---

3. The teacher says - "I will tell you a sentence and leave out the last word. Give me a word that rhymes with tree."

I climbed up a tree and scraped my _________(knee).

3. Category: ____________________

Skill: ______________________

---

4. Have the children identify the following numerals by naming them.

5 3 7 8 6

4. Category: ____________________

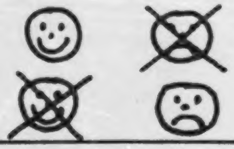
Skill: ______________________

---

5. Pronounce pairs of words. If the two words sound the same, have the child mark the smiling face. If the two words do not sound the same, have them mark the frowning face.

Ex. cat sat

mop mop



5. Category: ____________________

Skill: ______________________

Skill Sheet (continued)

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6. Have the child participate in large muscle activity by imitating an action.

Ex. swimming; hammering a nail; climbing a ladder

6. Category: ____________________

Skill: ____________________

---

7. Have the child indicate which of the animals are found in the jungle.

gorilla   lion   ground hog

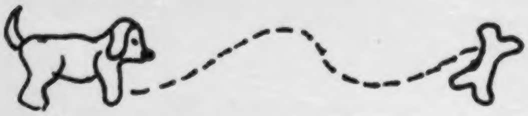
elephant   horse   polar bear

7. Category: ____________________

Skill: ____________________

---

8. Ask the child to place his pencil on the line and trace from the dog to the bone.



8. Category: ____________________

Skill: ____________________

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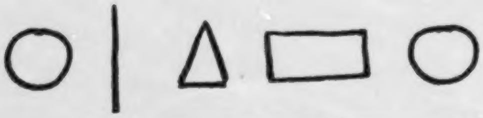
9. Ask the students to put an X on the shape that is just like the first one.



9. Category: ____________________

Skill: ____________________

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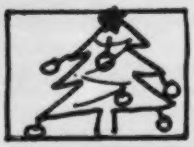
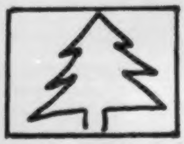
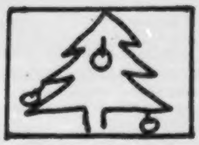
10. Have the child number the pictures according to which occurred first, second, third.







10. Category: ____________________

Skill: ____________________

To determine the accuracy of your responses, check your answers with the Reading Readiness Feedback Sheet on the following page.

2.1 READING READINESS FEEDBACK SHEET

1.	AUDITORY PERCEPTION:	auditory memory
2.	VISUAL PERCEPTION:	visual discrimination
3.	LANGUAGE DEVELOPMENT:	rhyming
4.	NON-LETTER FORMS:	numerals
5.	AUDITORY PERCEPTION:	auditory discrimination
6.	GROSS AND FINE MOTOR SKILLS:	
7.	LANGUAGE DEVELOPMENT:	classifying or categorizing
8.	VISUAL MOTOR TACTILE KINESTHETIC INTEGRATION:	eye-hand coordination or left/right progression
	OR	
	GROSS AND FINE MOTOR SKILLS:	
9.	VISUAL PERCEPTION:	visual discrimination
10.	LANGUAGE DEVELOPMENT:	sequencing

You should have answered at least eight out of ten correctly for mastery of this section. If you did not, review the categories and skills in which you made errors.

Turn to the Self-Evaluation Record and check (✓) your performance on objective 2.1.

2.2 DEFINITION OF WORD RECOGNITION SKILLS

Directions: Below are definitions of word recognition skills. Prior to your reading these definitions, the inservice leader will present an explanation of the major categories in word recognition via transparencies (See Appendix B). Listen to the inservice leader's explanation, read the definition and complete the exercise which follows.

WORD RECOGNITION - refers to the ability of the learner to derive the pronunciation of words through the process of decoding, of associating it with its context, its configuration, or by any other means which enables the learner to recognize words.

A. Letter Forms - refers to the ability of the learner to recognize the letters of the alphabet in capital and lower case form.

B. Alphabet Identification and Sequence - refers to the ability of the learner to identify letters of the alphabet and to know the order in which the letters occur.

C. Sight Vocabulary - refers to those words which the learner can recognize immediately without a letter by letter analysis or use of context clues. These words make up approximately one-half of reading matter in elementary reading materials. (Ekwall, 1970)

D. Context Clues - refers to the ability of the learner to derive meaning and/or pronunciation of a word from its use in sentences. (Ekwall, 1970)

E. Phonics - refers to the teaching of techniques about the sound of written words so that learners develop the ability to determine the pronunciation of printed symbols.

1. Letter Sound Associations - refers to the ability of the learner to see a printed symbol and attach the sound which the symbol represents.
2. Consonants - refers to all the letters of the alphabet excluding the vowels. They may have variant sounds as in c and g. Consonants may occur at the initial (beginning), medial (middle) or final (end) position of a word.
    a. Consonant blends - refers to two or three consecutive consonant letters. Each consonant retains its own sound, e.g., bl, sk, spl.
    b. Consonant digraphs - two consecutive consonant letters which produce a new sound, e.g., ph, ch, sh.
3. Vowel - refers to the letters of the alphabet which are not consonants except y and w which sometimes function as vowels. A vowel sound may be short as in the word bed or long as in the word tree.

Definitions (continued)

4. Vowel Patterns/Syllable Concepts to Vowels - vowels appear in three patterns and consonants give clues about the sound represented by the vowel. The three patterns are:

    a. VC and CVC - $\overset{\text{vc}}{\text{at}}$ $\overset{\text{cvc}}{\text{ran}}$ - Vowel has a short sound.

    b. VCE and CVCE - $\overset{\text{vce}}{\text{ate}}$ $\overset{\text{cvce}}{\text{hope}}$ - Vowel has a long sound.

    c. CV and CVV - $\overset{\text{cv}}{\text{be}}$ $\overset{\text{cvv}}{\text{lie}}$ - Vowel has a long sound.
5. Variant Vowel Sound - refers to those vowel sounds which do not occur in patterns. These include:
    a. Vowel Digraphs - two consecutive vowels having a single long sound, e.g., plain.
    b. Vowel Diphthongs - all have o and another vowel. These include oi, oy, ou, and ow. Examples are oil, house, plow and boy.
    c. R-Controlled Vowels - vowels followed by the letter r. Examples include ar as in car, er as in term, ir as in sir, or as in corn and ur as in turtle.
    d. Schwa Sound - an unstressed vowel sound which is represented by the inverted e (ə). $\overset{\text{ə}}{\text{a}}$bout, beat$\overset{\text{ə}}{\text{e}}$n, circ$\overset{\text{ə}}{\text{u}}$s.

F. Structural Analysis - refers to the ability of the learner to utilize word parts (e.g., affixes, root words, inflected endings, etc.) in order to derive the meaning or pronunciation of words. (Gillespie and Johnson, 1974)

1. Compound Words - two root words joined together to form a single word, e.g., any body anybody.
2. Inflectional Ending - refers to a change of word form to show certain grammar relationships. These include plural ending (s, es) verb forms (ing, ed) and comparative ending (er, est).
3. Root Words - refers to the central construction of words which cannot be subdivided and retain meaning. Root words may stand alone as in sun or be combined with affixes as in unhappy or join compound words. Root words often come from Latin and Greek as in bio in biology.
4. Affixes - are composed of prefixes and suffixes. Prefixes precede the root words as in un-happy and suffixes follow the root word as in teach-er.
5. Syllable - one or more speech sounds which constitute an uninterrupted unit. Each syllable must contain at least one vowel sound.
6. Word Families - refers to meaningless sound units to which consonants are fixed to form words; for example, ig - pig, fig, dig; ake - cake, brake.
7. Contractions - are a shortened form of two words formed by omitting some of the letters or sounds in the second word; an ' holds the position of the omitted letters and/or sounds. (Keith, 1974)

Definitions (continued)

8. Possessives - are formed by adding 's or s' to nouns and indicate ownership, e.g., boy's, girls'.
9. Accents - determine the syllable(s) in a word which should be stressed.
10. Hyphen - a dash between word or word parts, e.g., mother-in-law; mid-year.

2.2 WORD RECOGNITION SKILL SHEET

Directions: Below are examples of word recognition activities. Read the activity and use the EC/LO: K-8 competency guide and definitions to identify the word recognition skill represented. This activity can be an individual or group activity. The word recognition categories are: Letter Forms, Alphabet Identification and Sequence, Sight Vocabulary, Context Clues, Phonics, and Structural Analysis. Skills are numbered under these categories in the EC/LO: K-8.

EXAMPLE OF SKILL — NAME OF SKILL

---

1. Have the learner put two words together to form a new word.

a.	sun	shoe
b.	snow	one
c.	cow	shine
d.	every	boy

1. Category: ____________________

Skill: ____________________

---

2. The teacher pronounces a word and the learner circles the letter sounds heard in the word.

		word pronounced
a.	or ir ar	(bird)
b.	ur ar or	(fur)
c.	ar er or	(card)

2. Category: ____________________

Skill: ____________________

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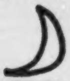
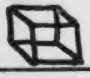
3. Have the learner circle the correct ending sound of each word.


moo__ l, t, n


bo__ s, x, z

3. Category: ____________________

Skill: ____________________

---

4. Join the following prefixes and suffixes to a base word to form a new word. Write the new words.

Prefix	Base Word	Suffix
bi	act	ment
non	part	ly
un	grate	ful
de	month	ive

e.g. bimonthly

____

____

____

4. Category: ____________________

Skill: ____________________

Skill Sheet (continued)

EXAMPLE OF SKILL	NAME OF SKILL
5. Have the learner place the following letters of the alphabet in proper order. z x p r n c ___ ___ ___ ___ ___ ___	5. Category: ____________ Skill: ____________
6. Have the learner determine the meaning of the underlined word in the following sentences. a. She set the table. b. He went set in bridge. c. It was a set-up. d. Let's play one more set of tennis. e. Pick out the sets of four. f. Do you have any onion sets?	6. Category: ____________ Skill: ____________
7. Have the students form the plurals of the following words. baby__________ moose__________ fox__________ ox__________ mouse__________ goose__________ deer__________ house__________	7. Category: ____________ Skill: ____________
8. Have the learner match the capital letter with its lower case. H g h d b	8. Category: ____________ Skill: ____________
9. Have the learner rewrite the word below so that it fits the sentence. a. The children went __________ (swim) in the pool. b. They __________ (walk) to the department store. c. Amy is __________ (small) than Jamie.	9. Category: ____________ Skill: ____________

Skill Sheet (continued)

EXAMPLE OF SKILL	NAME OF SKILL
10. Have the learner write the two words which have been put together to make the following words. he's ________ ________ wouldn't ________ ________ you've ________ ________ we'll ________ ________ they're ________ ________	10. Category: ________________ Skill: ________________

To determine the accuracy of your responses, check your answers with the word recognition feedback sheet on the following page.

2.2 WORD RECOGNITION FEEDBACK SHEET

1.	STRUCTURAL ANALYSIS:	compound words
2.	PHONICS:	variant vowels (r controlled)
3.	PHONICS:	consonants (final)
4.	STRUCTURAL ANALYSIS:	affixes
5.	ALPHABET IDENTIFICATION AND SEQUENCE:	sequence
6.	CONTEXT CLUES:	
7.	STRUCTURAL ANALYSIS:	inflectional endings (plurals)
8.	LETTER FORMS:	capital and lower
9.	STRUCTURAL ANALYSIS:	verb form and comparative
10.	STRUCTURAL ANALYSIS:	contractions

You should have answered eight out of ten correctly for mastery of this section. If you did not, review the categories and skills in which you made errors.

Turn to the Self-Evaluation Record and check (✓) your performance on objective 2.2.

2.3 DEFINITIONS OF COMPREHENSION SKILLS

Directions: Below are definitions of comprehension skills. Prior to your reading these definitions, the inservice leader will present a taxonomy of comprehension skills and discuss the major categories (See Appendix C). Listen to the inservice leader's explanation, read the definitions, and complete the exercise which follows.

COMPREHENSION - refers to those skills which the learner uses to derive meaning from the printed page.

A. Word Meaning - understanding of vocabulary

1. Multiple meanings - refers to the ability of the learner to understand words which may have two or more definitions, e.g., paint store, paint the house.
2. Meaning from context - ability of the learner to determine the meaning of a word from its use in a sentence.
3. Descriptive words and phrases - refers to the ability of the learner to understand words and/or phrases which add additional meaning or clarity to sentences.
4. Homograph - ability of the learner to identify words that are spelled the same but which have different meanings and pronunciations, e.g., re'cord, record'.
5. Homophones - ability of the learner to identify words which are pronounced alike but have different spellings and meanings, e.g., bear, bare.
6. Synonyms - ability of the learner to understand two or more words that have similar meanings, e.g., beautiful, pretty, comely.
7. Antonyms - ability of the learner to grasp opposite meanings of words, e.g., beautiful, ugly; comely, homely.
8. Abbreviations - ability of the learner to reduce or shorten the form of a word, e.g., Mister, Mr.
9. Figurative language - ability of the learner to understand figures of speech which represent concepts by comparison, contrasts, satire, and exaggeration, e.g., tickled to death, boiling mad, cold as ice.
10. Acronyms - ability of the learner to form words from the initial letters or syllables of words, e.g., Aluminum Company of America (ALCOA).

B. Sentence Meaning - ability of the learner to grasp the meaning derived from individual words, punctuation and phrasing of words within a sentence.

1. Oral sentence - ability of the learner to express sentences in spoken form.
2. Interrogative sentence - ability of the learner to determine a question or inquiry presented in sentences.

Definitions (continued)

3. Declarative sentence - ability of the learner to determine a statement of assertion.
4. Imperative sentence - ability of the learner to determine a statement of command.
5. Exclamatory sentence - ability of the learner to determine a statement of strong feeling.
6. Punctuation marks and capitalization - ability of the learner to use capitalization and punctuation such as commas, periods, quotation marks, question and exclamatory marks, when receiving and responding to the printed word.
7. Expression - ability of the learner to read in such a way as to manifest thought, feeling or character.
8. Sentence development - ability of the learner to organize and position words in order to express a complete thought.
9. Paraphrased sentences - ability of the learner to read a sentence and summarize the major idea in one's own words.

*C. Paragraph and/or Story Meaning - ability of the learner to derive the meaning, plot, major topics, and sequence, etc., from paragraphs and stories.

1. Literal level - ability of the learner to recognize or recall ideas, information and happenings that are explicitly stated in the materials read. Included in the literal level are recognition and recall of main ideas, specific details, events, sequences, directions, topic sentences, comparisons, cause and effect relationships, and character traits. (Smith, Barrett, 1974)
2. Interpretive level - the ability of the learner to synthesize the literal content of a selection through personal knowledge, intuition, and imagination as a basis for forming hypotheses. Interpretive level includes inferring details, main ideas, sequences, comparisons, cause and effect relationships and character traits. Also included is predicting outcomes and figurative language. (Smith, Barrett, 1974)
3. Critical level - the ability of the learner to make judgments about the content of a reading selection by comparing it with external criteria, e.g., information provided on the subject or by accredited written sources; or with internal criteria, e.g., the reader's experiences, knowledge, or values related to the subject. Included in the critical level are judgments regarding reality or fantasy, fact or opinion, adequacy or validity, appropriateness, worth, desirability, or acceptability. (Smith, Barrett, 1974)

*For more specific delineation of skills in the literal, interpretive, and critical levels of comprehension refer to the Essential Competencies/ Learner Outcomes: K-8.

2.3 COMPREHENSION SKILL SHEET

Directions: Below are examples of comprehension activities. Read the activity and then use the EC/LO: K-8 and definitions to identify the comprehension skill represented. The categories are: Word Meaning, Sentence Meaning, and Paragraph and/or Story Meaning. If the category is Paragraph and/or Story Meaning, indicate whether the level is literal, interpretive or critical. Then indicate the specific skill.

EXAMPLE OF SKILL	INDICATE CATEGORY, LEVEL AND SKILL
1. Have the learner read the following sentences and discuss the meaning of each. Are you going to the concert? You are going to the concert. You are going to the concert. You are going to the concert!	1. Category: ____________ Skill: ____________
2. Have the learner define the following. __________ son/sun __________ __________dual/duel__________ __________rein/rain__________	2. Category: ____________ Skill: ____________
3. Have the learner underline the sentences which represent a personal belief rather than a fact. a. The United States is over 200 years old. b. West Virginia is the best state in the union. c. The President resides in the White House.	3. Category: ____________ Level: ____________ Skill: ____________
4. Have the learner read the following and answer the questions. The fisherman always rows his boat slowly into the cove early in the morning to catch bass. who_____(fisherman) how_____(slowly) what_____(always rows) why_____(to catch bass) when_____(early morning) where____(into cove)	4. Category: ____________ Level: ____________ Skill: ____________

Skill Sheet (continued)

EXAMPLE OF SKILL	INDICATE CATEGORY, LEVEL AND SKILL
5. Discuss the following statements with the learner. a. Her eyes were blue diamonds. b. The work was as easy as pie. c. He is the tallest man I have ever seen.	5. Category: ____________ Skill: ____________
6. Have the learner read the sentences below and tell what will happen next. Black clouds were in the sky. Thunder crashed. Wind howled through the trees. What is going to happen?	6. Category: ____________ Level: ____________ Skill: ____________
7. Have the learner write another word for the underlined word without changing the meaning of the sentence. Did you observe the boy cast a stone into the pond?__________ The material felt coarse. __________	7. Category: ____________ Skill: ____________
8. Have the learner fill in the missing word. Mother baked a __________ for the birthday party.	8. Category: ____________ Skill: ____________
9. Have the learner number the following in the order in which they occurred as read in a story. ________ catch the bus ________ wake up ________ eat breakfast ________ get dressed	9. Category: ____________ Level: ____________ Skill: ____________
10. After reading the "Three Little Pigs" and "Little Red Riding Hood," have the learners orally discuss the similarities and differences between the two stories.	10. Category: ____________ Level: ____________ Skill: ____________

To determine the accuracy of your responses, check your answers with the comprehension feedback sheet on the following page.

2.3 COMPREHENSION FEEDBACK SHEET

	CATEGORY	LEVEL	SKILL
1.	SENTENCE MEANING:		expression
2.	WORD MEANING:		homophones
3.	PARAGRAPH AND/OR STORY MEANING:	critical	fact or opinion
4.	PARAGRAPH AND/OR STORY MEANING:	literal	specific details
5.	WORD MEANING:		figurative language
6.	PARAGRAPH AND/OR STORY MEANING:	interpretive	anticipate outcomes
7.	WORD MEANING:		synonyms
8.	WORD MEANING:		context
9.	PARAGRAPH AND/OR STORY MEANING:	literal	event sequences
10.	PARAGRAPH AND/OR STORY MEANING:	interpretive	compare and contrast selections

You should have answered eight out of ten correctly for mastery of this section. If you did not, review the categories and skills in which you made errors.

If you achieved mastery, proceed to the activity on the next page.

2.4 COMPREHENSION SKILL SHEET: LEVELS OF QUESTIONING

Directions: Read the selection below, answer the questions, and identify the level of comprehension by circling L for literal, I for interpretive, or C for critical.

READING SELECTION:

Timmy was very upset. His new bicycle was broken and he felt terrible about the accident. He was about to cry as he said, "I didn't mean to do it. I was going so fast that I couldn't stop."

Mr. Thompson was furious. He yelled, "It's all your fault Timmy Miller. You should have looked where you were going. Your father will hear from me. Just look at the damage you did to my fence!"

QUESTIONS:

L I C 1. What happened to Timmy's bicycle?

L I C 2. Why do you think Mr. Thompson was furious?

L I C 3. Compare how Timmy felt about the accident with the way Mr. Thompson felt.

L I C 4. What did Mr. Thompson say to Timmy?

L I C 5. What do you think Timmy's parents will say when they hear about the accident?

L I C 6. What kind of person do you think Mr. Thompson is?

Check the accuracy of your responses with the comprehension feedback sheet on the following page.

2.4 COMPREHENSION FEEDBACK SHEET: LEVELS OF QUESTIONING

1. LITERAL
2. INTERPRETIVE
3. LITERAL
4. LITERAL
5. INTERPRETIVE
6. CRITICAL

You should have answered five out of six correctly for mastery of this section. If you did not, review the levels of comprehension.

Turn to the Self-Evaluation Record and check (✓) your performance on objectives 2.3 and 2.4.

2.5 DEFINITIONS OF WORK AND STUDY SKILLS

Directions: Below are definitions of Work and Study Skills. Prior to your reading these definitions, the inservice leader will present an explanation of the major categories of Work and Study Skills via transparencies (See Appendix D). Listen to the inservice leader's explanation, read the definitions and complete the exercise which follows.

A. Dictionary Skills - ability of the learner to locate information by using the dictionary. This includes the skill of being able to locate words quickly via guide words, using the pronunciation key, interpreting phonetic spelling and diacritical markings, determining parts of speech, and supplying abbreviations and word endings.

*B. Specific Information - ability of the learner to locate information by using book parts (table of contents, page notations, indexes, glossaries, etc.) and by using reference materials (charts, maps, graphs, diagrams, encyclopedias, bibliographies, etc.).

1. Library skills - ability of the learner to locate information in the library including various guides and sources (Reader's Guide, government publications, etc.), organization of library materials (card catalogues, cross-reference systems, classification systems, etc.), and locating materials to check them out.
2. Organizing information - ability of the learner to organize information located into some systematic framework. Skills include outlining, notetaking and summarizing.
3. Interpreting information - ability of the learner to use and interpret information collected and organized. Skills include interpreting maps, graphs, tables, etc.
4. SQ3R study technique - survey, question, read, recite, review. This is a technique utilized by the learner for reading material and studying it.
5. Reading rate - ability of the learner to read at various speeds depending on the content of the material and the purpose for reading. Skills include skimming, scanning, and flexibility.

*Consult the EC/LO: K-8 for additional information.

2.5 WORK AND STUDY SKILLS ACTIVITY SHEET

Directions: Below are examples of activities for work and study skills. Read the activity and use the EC/LO: K-8 guide and definitions to identify the work and study skills represented. You will note that study skill competencies represent three types of learner abilities: locating information, organizing information, and interpreting information. In the third column of the chart, indicate which of these three abilities the learner activity involves. The first one has been completed as an example.

LEARNER ACTIVITY	CATEGORY AND SKILL	LOCATING, ORGANIZING, OR INTERPRETING INFORMATION
Example: Learner finds out how to pronounce an unknown word.	Dictionary skills: Diacritical markings, Phonetic spellings	Locating
1. Learner consults a variety of materials for information on a given topic.		
2. Learner identifies the broad topics dealt with in his social studies book.		
3. Learner writes down the important points of a science lesson presented on educational television.		
4. Learner finds an extensive list of synonyms for a given word.		
5. Learner makes generalizations from information presented in a bar graph.		
6. Learner reads an assignment and writes down the main topics and subtopics of the material.		
7. Learner consults current journals for researching a topic.		

To determine the accuracy of your responses, check your answers with the feedback sheet on the following page.

2.5 WORK AND STUDY SKILLS FEEDBACK SHEET

EXAMPLE	CATEGORY AND SKILL	LOCATING, ORGANIZING, OR INTERPRETING INFORMATION
1.	SPECIFIC INFORMATION: Library Skills (cross-referencing)	LOCATING
2.	SPECIFIC INFORMATION: Table of contents	LOCATING
3.	SPECIFIC INFORMATION: Notetaking	ORGANIZING
4.	SPECIFIC INFORMATION: Reference Material (Thesaurus)	LOCATING
5.	SPECIFIC INFORMATION: Reference Material (Graphs)	INTERPRETING
6.	SPECIFIC INFORMATION: Outlining	ORGANIZING
7.	SPECIFIC INFORMATION: Reference Material (Periodicals)	LOCATING

You should have answered six out of seven correctly for mastery of this section. If you did not, review the work and study skills in which you made errors.

2.6 DEFINITIONS OF RECREATIONAL READING AND PERSONAL DEVELOPMENT

Directions: Below are definitions of the skills involved in recreational reading/personal development. Prior to reading the definitions, listen to any comments the inservice leader might wish to give. Then read the definitions, and complete the exercise which follows.

RECREATIONAL READING - a self-directed reading program under the guidance of the teacher to enhance learning, reading, literature skills, attitudes and understanding.

A. Reading as a Leisure Time Activity - refers to the ability of the child to take the initiative in reading. The reading is self-directed and includes independent reading, the sharing of reading experiences, and variety in reading interests.

B. Dramatizations - ability of the learner to improvise or act out activities to support and enhance his/her own story or a selected reading. Dramatization may take the form of pantomimes, puppetry, rhythms, etc.

C. Choral Reading - refers to the ability of the learner to practice reading texts aloud. Skills developed include the strengthening of decoding skills, the flow of word language patterns and rhythms, and the intonation of voice. (Moffett and Wagner, 1976)

D. Aesthetic Reading - ability of the learner to read to clarify values, feelings and attitudes and to develop appreciation.

E. Creative Compositions with Illustrations - ability of the learner to use his knowledge and interpretive skills to create a unique product.

PERSONAL DEVELOPMENT - ability of the learner to use reading to further his personal adjustment. (Smith and Dechant, 1961)

A. Expand Knowledge Base - ability of the learner to use reading to gain information by vicarious experiences.

B. Solve Problems - ability of the learner to identify with characters and to directly and/or vicariously experience the problems of other people in order for the learner to make personal adjustment and workable solutions to problems. Skills can include independent reading to solve problems, brainstorming, small talk sessions, show and tell, monologues, panel discussions, etc.

C. Demonstrate Oral Fluency and Expression - ability of the learner to express ideas in spoken language. (Bush, Giles, 1977) Skill can include reading to the teacher and classmates, storytelling, recordings, oral interpretations, etc.

2.6 RECREATIONAL READING AND PERSONAL DEVELOPMENT SKILL SHEET

Directions: Using your EC/LO: K-8 competency guide and the previous definitions, read the following school/classroom practices related to recreational reading and personal development and identify the skill represented by each practice.

SCHOOL/CLASSROOM PRACTICE	EC/LO: K-8 SKILL
1. The teacher allows the students a free reading period.	1. Category: __________ Skill: __________
2. The learners read together orally.	2. Category: __________ Skill: __________
3. The student identifies with a character in a story who has a similar life style and solves a personal problem.	3. Category: __________ Skill: __________
4. The learner gives an oral report.	4. Category: __________ Skill: __________
5. Learners use reference materials in the schools.	5. Category: __________ Skill: __________
6. The learner illustrates the "Three Little Pigs" by drawing a picture.	6. Category: __________ Skill: __________
7. The learner reads 20 library books on different topics during the year.	7. Category: __________ Skill: __________
8. The learners construct puppets and put on a play.	8. Category: __________ Skill: __________

To determine the accuracy of your response, check your answers with the word recognition feedback sheet on the following page.

2.6 RECREATIONAL READING AND PERSONAL DEVELOPMENT FEEDBACK SHEET

1.	RECREATIONAL READING:	independent reading
2.	RECREATIONAL READING:	choral reading
3.	PERSONAL DEVELOPMENT:	problem solving
4.	PERSONAL DEVELOPMENT:	oral fluency and expression
5.	PERSONAL DEVELOPMENT:	expanding knowledge base
6.	RECREATIONAL READING:	creative composition with illustrations
7.	RECREATIONAL READING: OR	variety in reading interests
	PERSONAL DEVELOPMENT:	expanding knowledge base
8.	RECREATIONAL READING:	dramatization

You should have answered six out of eight correctly for mastery of this section. If you did not, review the skills where errors occurred.

Turn to the Self-Evaluation Record and check (✓) your performance on objectives 2.5 and 2.6.

TERMINAL
OBJECTIVE: 2.0

Program for Improving Reading Achievement

Interfacing Essential Competencies and Learner Outcomes with Developmental Reading

Attitude Feedback Form (AFF)

Directions: Please complete this form, tear it out of this inservice package, and submit it to your instructional leader.

1. Name one or more strengths of this section of the inservice package.

____

____

2. List suggestions for improvement or revision of the content of this section of the inservice package.

____

____

____

3. What do you think about the organization and format of the materials of this section of the inservice package?

____

____

____

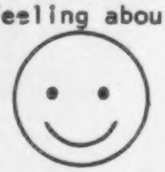
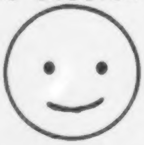
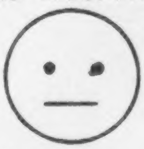
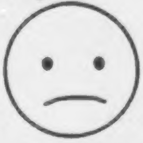
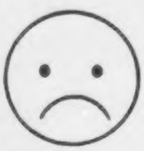
4. What do you think about the objectives and activities of this section of the inservice package? Please respond by identifying the enabling objectives by their numbers.

____

____

____

5. Please circle or otherwise mark the face corresponding to your overall feeling about this section of the inservice package.

6. In the space below or on the back, please write any personal reactions which you feel are important in terms of assessing the value and worthiness of this section of the inservice.

____

____

____

3.0 TERMINAL OBJECTIVE

At the conclusion of this section of the inservice, the participant will:

3.0 Analyze a basal reading program.

3.1 After examining materials from a basal reading program at the county level and given an Analysis Sheet for a Basal Reading Program, the participant will complete each statement on the form and identify a minimum of two strengths and two weaknesses of the basal program.

3.2 After examining a scope and sequence for a basal program plus a list of EC/LO: K-8, the participant will differentiate each of the EC/LO's for one or more reading skill areas which are taught in the basal program and the level of skill introduction.

3.1 ANALYSIS OF A BASAL READING PROGRAM

Every county in West Virginia has an adopted basal reading program. This program forms the "basis" for instruction. The basal series provides materials and methods and a curriculum plan for reading instruction. Skill introduction across grades can be seen in the scope and sequence component of the program. This scope and sequence shows how the reading curriculum in one grade relates to all other grades.

The three major elements or core components of the basal program are: (1) texts for children, (2) workbooks which supplement the texts and (3) teacher's manual. Supplementary materials such as games, records, tapes, etc., may be recommended by the publisher.

In order to complete this section of the inservice, it is necessary that you have the following materials available from your basal program in the county: (1) scope and sequence of skills, (2) teacher's manual from one level and corresponding skill book manual, and (3) the EC/LO: K-8 for reading.

Using this material, turn the page and complete the following analysis sheet. Please respond to each item. This can be an individual or group activity.

3.1 ANALYSIS SHEET FOR A BASAL READING PROGRAM

Directions: Complete the following form by providing the general information requested, check YES or NO or INFORMATION NOT AVAILABLE - COMMENTS for items in the remaining categories, then list at least two strengths and two weaknesses of the basal program.

A. GENERAL INFORMATION

Name of Basal Program____

Circle the grade level covered: K-8 K-6 1-6 1-8 K-3

B. PRACTICAL CONSIDERATION

Is there evidence to support that:	YES	NO	INFORMATION NOT AVAILABLE - COMMENTS
1. The goals and/or objectives of the basal reading program have been identified.			
2. The author(s) reflect competency in the field(s).			
3. The publisher is reputable.			
4. The reading program has undergone study with learners.			
5. The reading program includes functional skills such as following directions, reading danger signs, reading traffic signs, etc., which enable learners to cope with daily situations.			
C. MANUALS AND TEACHER GUIDEBOOKS Is there evidence to support that: 6. The teacher's guidebook provides information about the total program.			
7. The manuals provide some suggestions to teachers for accommodating multicultural influences.			

Analysis Sheet (continued)

	YES	NO	INFORMATION NOT AVAILABLE - COMMENTS
8. The manual offers suggestions for enriching and expanding the basal program.			
9. The manual suggests ways of differentiating instruction for pupils of varying levels.			
D. CHARACTERISTICS OF TEXTBOOKS Is there evidence to support that: 10. The vocabulary is carefully sequenced and controlled.			
11. Sentence patterns in the reading material are similar to normal speech patterns of pupils.			
12. The reading program develops a sight vocabulary.			
13. The textbooks are attractively designed.			
E. SCOPE OF THE PROGRAM Is there evidence to suggest that: 14. The basal offers a complete program in reading with emphasis given to the complete range of reading skills, e.g., readiness, word recognition, comprehension, work and study skills and recreational reading and personal development.			
15. The series includes a prereading program which is consistent with the methodology used in the initial stages of reading instruction.			
16. Provisions are made for differentiating accelerated, corrective, adaptive instruction to accommodate the advanced and the remedial reader, and special students.			

Analysis Sheet (continued)

	YES	NO	INFORMATION NOT AVAILABLE - COMMENTS
17. Provision is made for developing interest in reading and for encouraging reading as an integral part of the instructional program.			
18. The program skills are sequenced, introduced, and reviewed periodically.			
19. The story content is interesting and varied.			
20. The story content portrays male/female roles as well as multi-cultural groups.			
21. The accompanying workbooks and supplementary materials complement the basal text in terms of skill reinforcement.			
22. The program provides periodic tests to measure general achievement in reading as well as to guide diagnostic information and test interpretation.			

Analysis Sheet (continued)

Strengths of the Basal	Weaknesses of the Basal
1.	1.
2.	2.
Others:	Others:

3.2 INTERFACING THE EC/LO CONCEPTS WITH THE BASAL READING PROGRAM

The EC/LO: K-8 for reading represents a set of skills which county reading administrators have agreed should be included in all basal reading programs. To determine the extent to which your county adopted basal program corresponds with the EC/LO: K-8, complete the following activity which is designed as an initial step in interfacing the EC/LO: K-8 with the basal program. Since the task for each area is similar, the inservice leader will indicate one or more skill area(s) (Readiness, Word Recognition, Comprehension, Work and Study Skills, Recreational Reading and Personal Development) for you to complete either individually or in a small group. Locate the skill area(s) assigned on the following pages and use the scope and sequence of skills from the basal program to determine if the EC/LO: K-8 is in your basal program and the level at which it is introduced.

3.2
I. READINESS

Directions: In the left column are the EC/LO for readiness. Examine the scope and sequence of skills from your basal reading program. Indicate by checking (✓) yes or no whether the EC/LO is in the basal program. Then indicate the level of introduction by checking (✓) primary, intermediate or grades 7-8. Please respond to all items.

			Level of Introduction					
	Basal		Primary		Intermediate		Grades 7-8	
Essential Competencies Concept	Yes	No	EC	Basal	EC	Basal	EC	Basal
A. VISUAL MOTOR TACTILE								
Kinesthetic Integration								
1. Eye-hand Coordination			X					
2. Left-right Progression			X					
3. Directionality			X					
B. VISUAL PERCEPTION								
1. Visual Discrimination			X					
2. Visual Memory			X					
C. AUDITORY PERCEPTION								
1. Auditory Discrimination								
a. gross sounds			X					
b. fine sounds			X					
c. matching sounds			X					
d. rhyming words			X					
2. Auditory Memory			X					
D. LANGUAGE DEVELOPMENT								
1. Sequencing			X					
2. Classifying			X					
3. Likenesses and Differences			X					

Readiness (continued)

			Level of Introduction					
	Basal		Primary		Intermediate		Grades 7-8	
Essential Competencies Concept	Yes	No	EC	Basal	EC	Basal	EC	Basal
4. Opposites			X					
5. Rhyming			X					
6. Categorizing			X					
E. GROSS AND FINE MOTOR SKILLS			X					
F. NON-LETTER FORMS								
1. Numerals			X					
2. Other Symbols			X					
G. LISTENING TO STORIES			X					

Check your responses with the feedback sheet on page 77.

3.2
II. WORD RECOGNITION

Directions: In the left column are the EC/LO for word recognition. Examine the scope and sequence of skills from your basal reading program. Indicate by checking (✓) yes or no whether the EC/LO is in the basal program. Then indicate the level of introduction by checking (✓) primary, intermediate or grades 7-8. Please respond to all items.

			Level of Introduction					
	Basal		Primary		Intermediate		Grades 7-8	
Essential Competencies Concept	Yes	No	EC	Basal	EC	Basal	EC	Basal
A. LETTER FORM								
1. Capital			X					
2. Lower Case			X					
B. LETTERS OF THE ALPHABET IDENTIFICATION SEQUENCE			X					
C. SIGHT VOCABULARY			X					
D. CONTEXT CLUES			X					
E. PHONICS								
1. Letter-Sound Association			X					
2. Consonants a. Initial			X					
b. Medial			X					
c. Final			X					
d. Blends & Digraphs			X					
3. Vowels a. Short			X					
b. Long			X					
4. Variant Vowel Sounds a. Vowel Diphthongs			X					
b. R - Controlled			X					
c. Vowel Patterns			X					

Word Recognition (continued)

Essential Competencies Concept	Basal		Level of Introduction Primary		Intermediate		Grades 7-8	
	Yes	No	EC	Basal	EC	Basal	EC	Basal
d. Syllable Concepts to Short Vowels								
(1) Open			X					
(2) Closed			X					
e. Schwa Sound			X					
F. STRUCTURAL ANALYSIS								
1. Compound Words			X					
2. Inflectional Endings								
a. Plural Endings			X					
b. Verb Forms			X					
c. Comparative Endings			X					
3. Root Words			X					
4. Affixes			X					
5. Syllables			X					
6. Word Families			X					
7. Contractions			X					
8. Possessives			X					
9. Hyphenation					X			

Check your responses with the feedback sheet on page 77.

3.2
III. COMPREHENSION

Directions: In the left column are the EC/LO for comprehension. Examine the scope and sequence of skills from your basal reading program. Indicate by checking (✓) yes or no whether the EC/LO is in the basal program. Then indicate the level of introduction by checking (✓) primary, intermediate, or grades 7-8. Please respond to all items.

			Level of Introduction					
	Basal		Primary		Intermediate		Grades 7-8	
Essential Competencies Concept	Yes	No	EC	Basal	EC	Basal	EC	Basal
A. WORD MEANING								
1. Multiple Meaning			X					
2. Meaning From Context			X					
3. Descriptive Words			X					
4. Homographs			X					
5. Homophones			X					
6. Synonyms			X					
7. Antonyms			X					
8. Descriptive Phrases			X					
9. Abbreviations			X					
10. Figurative Language					X			
11. Acronyms					X			
B. SENTENCE MEANING								
1. Oral Sentences			X					
2. Interrogative Sentences			X					
3. Declarative Sentences			X					
4. Imperative Sentences			X					
5. Exclamatory Sentences			X					
6. Punctuation Marks and Capitalization			X					
7. Expression			X					
8. Sentence Development			X					
9. Paraphrase Sentences					X			

Comprehension (continued)

			Level of Introduction					
	Basal		Primary		Intermediate		Grades 7-8	
Essential Competencies Concept	Yes	No	EC	Basal	EC	Basal	EC	Basal
C. PARAGRAPHS AND/OR STORY MEANING								
1. Literal Level								
a. Main Idea			X					
b. Sequencing Events			X					
c. Following Directions			X					
d. Specific Details			X					
e. Topic Sentences			X					
2. Interpretive Level								
a. Anticipates Outcomes			X					
b. Sensory Images			X					
c. Drawing Inferences about Setting, Character, etc.			X					
d. Summarize Paragraphs			X					
e. Determine Cause/Effect					X			
f. Application to Content					X			
g. Plot					X			
h. Theme					X			
i. Compare and Contrast Selections							X	
3. Critical Level								
a. Reality vs. Fantasy			X					
b. Characterization								
(1) Character Feelings			X					
(2) Contrast Character			X					
(3) Compare Character			X					
(4) Character Motives					X			
(5) Character Traits					X			
c. Analyzing Paragraphs					X			

Comprehension (continued)

			Level of Introduction					
	Basal		Primary		Intermediate		Grades 7-8	
Essential Competencies Concept	Yes	No	EC	Basal	EC	Basal	EC	Basal
d. Developing Paragraphs					X			
e. Classified Ideas					X			
f. Detects Paragraph Organization					X			
g. Identifies Poetic Forms					X			
h. Author's Purpose					X			
i. Figurative Language					X			
j. Making Judgments					X			
k. Developing Generalizations					X			
l. Propaganda Techniques					X			
m. Style of Writing							X	
n. Develops Evaluative Criteria							X	
o. Distinguishes Literary Style							X	
p. Relevant vs. Irrelevant Facts							X	
q. Value of Material Read							X	

Check your responses with the feedback sheet on page 77.

3.2
IV. WORK AND STUDY SKILLS

Directions: In the left column are the EC/LO for work and study skills. Examine the scope and sequence of skills from your basal reading program. Indicate by checking (✓) yes or no whether the EC/LO is in the basal program. Then indicate the level of introduction by checking (✓) primary, intermediate, or grades 7-8. Please respond to each item.

			Level of Introduction					
	Basal		Primary		Intermediate		Grades 7-8	
Essential Competencies Concept	Yes	No	EC	Basal	EC	Basal	EC	Basal
A. DICTIONARY SKILLS								
1. Alphabetizing			X					
2. Word Meaning and Location			X					
3. Guide Words			X					
4. Pronunciation Key					X			
5. Diacritical Markings					X			
6. Phonetic Spelling					X			
7. Abbreviations								
a. Entry Words					X			
b. Parts of Speech					X			
B. SPECIFIC INFORMATION								
1. Page Notation			X					
2. Table of Contents			X					
3. Index					X			
4. Glossary					X			
5. Reference Materials								
a. Charts					X			
b. Maps, Globes, Atlases					X			
c. Diagrams					X			
d. Graphs					X			
e. Thesaurus					X			
f. Encyclopedias					X			
g. Alamanacs					X			
h. Periodicals & Newspapers					X			
i. Appendices							X	

Work and Study Skills (continued)

	Basal		Level of Introduction					
			Primary		Intermediate		Grades 7-8	
Essential Competencies Concept	Yes	No	EC	Basal	EC	Basal	EC	Basal
j. Bibliography							X	
k. Footnotes							X	
6. Library Skills								
a. Checking Out Materials			X					
b. Card Catalogue					X			
c. Reader's Guide					X			
d. Cross Reference					X			
e. Library Classification					X			
7. Outlining					X			
8. Note-taking					X			
9. Rate								
a. Flexibility							X	
b. Skimming & Scanning							X	
10. SQ3R Study Technique					X			

Check your responses with the feedback sheet on page 77.

3.2
V. RECREATIONAL READING AND PERSONAL DEVELOPMENT

Directions: In the left column are the EC/LO for recreational reading and personal development. Examine the scope and sequence of skills from your basal reading program. Indicate by checking (✓) yes or no whether the EC/LO is in the basal program. Then indicate the level of introduction by checking (✓) primary, intermediate or grades 7-8. Please respond to each item.

	Level of Introduction							
	Basal		Primary		Intermediate		Grades 7-8	
Essential Competencies Concept	Yes	No	EC	Basal	EC	Basal	EC	Basal
RECREATIONAL READING								
A. READING AT LEISURE TIME ACTIVITY								
1. Independent Reading			X					
2. Sharing Reading Experiences			X					
3. Variety in Reading Interests			X					
B. DRAMATIZATIONS			X					
C. CHORAL READING			X					
D. AESTHETIC READING					X			
E. CREATIVE COMPOSITIONS WITH ILLUSTRATIONS					X			
PERSONAL DEVELOPMENT								
A. EXPAND KNOWLEDGE			X					

Recreational Reading and Personal Development (continued)

	Level of Introduction							
	Basal		Primary		Intermediate		Grades 7-8	
Essential Competencies Concept	Yes	No	EC	Basal	EC	Basal	EC	Basal
B. PROBLEM SOLVING			X					
C. APPLY WORK STUDY SKILLS INDEPENDENTLY								
D. ORAL FLUENCY AND EXPRESSION			X					
E. READ TO ANSWER QUESTIONS			X					

Check your responses with the feedback sheet on page 77.

3.2 INTERFACING EC/LO CONCEPTS WITH THE BASAL READING PROGRAM FEEDBACK SHEET

The authors of this package, with the aid of several county reading administrators, have examined the following basal reading series:

- American Book
- Economy
- Harcourt Brace Jovanovich
- Harper and Row
- Holt Rinehart & Winston
- Houghton Mifflin
- Rand McNally (Lyons & Carnahan)
- Macmillan
- Open Court
- Scott Foresman
- Ginn
- SRA

It was discovered that the major categories of the EC/LO: K-8 were addressed in all the basal series. Discrepancies which existed were minor.

The extensiveness of skill coverage and the level of introduction varies from series to series.

Discuss variations which you discovered with the inservice leader.

3.2 DISCUSSION QUESTIONS:

1. To what extent are the EC/LO concepts contained in the basal which you analyzed?

2. In which category do you find the most inconsistency between the EC/LO: K-8 and the basal program?

3. To what extent are the levels of introduction compatible between the EC/LO concepts and the basal program?

4. Why is the cross-referencing of skills with the EC/LO: K-8 and the levels of introduction important to complete for your basal program?

5. What are the alternatives if the basal program and the EC/LO: K-8 are not compatible?

See Appendix E for an example of the cross-referencing of the EC/LO with the basal program completed by Jackie L. Horrocks, Principal of Oak Hill East End Elementary School in Fayette County, West Virginia.

Turn to the Self-Evaluation Record and check (✓) your performance on objectives 3.1 and 3.2.

Program for Improving Reading Achievement

Interfacing Essential Competencies and Learner Outcomes with Developmental Reading

Attitude Feedback Form (AFF)

Directions: Please complete this form, tear it out of this inservice package, and submit it to your instructional leader.

1. Name one or more strengths of this section of the inservice package.

____

____

2. List suggestions for improvement or revision of the content of this section of the inservice package.

____

____

____

3. What do you think about the organization and format of the materials of this section of the inservice package?

____

____

____

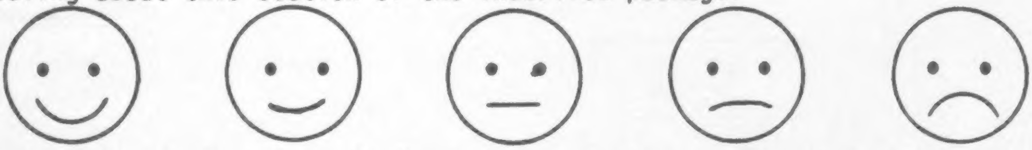
4. What do you think about the objectives and activities of this section of the inservice package? Please respond by identifying the enabling objectives by their numbers.

____

____

____

5. Please circle or otherwise mark the face corresponding to your overall feeling about this section of the inservice package.



6. In the space below or on the back, please write any personal reactions which you feel are important in terms of assessing the value and worthiness of this section of the inservice.

____

____

____

4.0 TERMINAL OBJECTIVE

At the conclusion of this section of the inservice, the participant will:

4.0 Analyze test data at the building level to determine strengths and weaknesses in the reading skills of learners and to determine curricular implications as it relates to EC/LO: K-8.

4.1 After studying information regarding student plans and interests from the Interpretation and Use Handbook and the results of a Subject Interest Rating from state-county test data, the participant will analyze the data by completing each statement on a response sheet.

4.2 After studying information regarding scholastic ability and achievement from the Interpretation and Use Handbook and Frequency Distribution Scholastic Ability data from state-county test results, the participant will complete each statement on an analysis sheet.

4.3 After studying information regarding the National Percentile Frequency Distribution achievement data, the participant will complete each question on an analysis sheet.

4.4 After studying information regarding The Right Response Summary and Item Analysis, the participant will analyze the data by identifying the number of items deviating from the national norm and identifying problem areas.

4.1 SUMMARY OF STUDENT PLANS AND INTERESTS

The "Subject Interest Ratings" section shows a summary of student ratings of ten curriculum areas. Below you will find data from the West Virginia State-County Testing Program for Level 3.5 regarding student plans and interests. Utilizing the information provided for reading, complete the Subject Interest Rating Response Sheet on page 82.

SUMMARY OF STUDENT PLANS AND INTERESTS
FROM THE
WEST VIRGINIA STATE-COUNTY TESTING PROGRAM
3.5

SUBJECT INTEREST RATINGS

RATING SCALE	FREQUENCY OF RATINGS FOR SUBJECTS									
	ART	ENG.	FOR. LANG.	MATH	MUSIC	PHYS. EDUC.	READ	SCIENCE	SOCIAL STUDIES	VOCATIONAL
5 LIKE VERY MUCH	30	9	15	18	28	22	21	16	14	20
4 LIKE SOMEWHAT	1	2	1	4	1	2	3	3	4	6
3 NEUTRAL	0	8	5	3	1	4	5	5	6	2
2 DISLIKE SOMEWHAT	0	4	2	2	1	0	0	3	4	0
1 DISLIKE VERY MUCH	0	8	8	4	0	3	2	4	3	3
MEDIAN	5.0	2.9	4.0	4.6	4.9	4.8	4.8	4.5	4.1	4.7
MEAN	5.0	3.0	3.4	4.0	4.8	4.3	4.3	3.8	3.7	4.3

4.1 SUBJECT INTEREST RATING RESPONSE SHEET

Directions: Complete each question by writing your responses in the space provided.

1. To what extent are the students interested in reading based upon the mean and/or median score?

2. Indicate the number of students who are highly motivated to read, and who are neutral or dislike reading.

3. What would be the implication(s) of a high interest score in reading? A low interest score?

4. What are the implications of the Subject Interest Ratings for administrators?

Check your responses with the feedback sheet on the following page.

4.1 SUMMARY OF STUDENT PLANS AND INTERESTS FEEDBACK SHEET

1. A mean of 4.3 and a median of 4.8 on a scale of 5.0 may indicate high interest in reading for the total class.

2. Highly motivated to read - 21 out of 31

   Neutral or dislike to read - 7 out of 31

3. A high interest score in reading may indicate:

   a. Learners are self-motivated toward reading.
   b. Learners have met with success in reading.
   c. Other - answers will vary

   A low interest score in reading may indicate:

   a. Learners have not met with success in reading.
   b. Need for emphasis on high interest and motivational techniques in teaching learners.
   c. Individual analysis is necessary to determine reasons for low interest among specific learners.
   d. Other - answers will vary

4. Implications for administrators:

   a. Scheduling for special groups
   b. Teacher effectiveness
   c. Teacher assignment
   d. Instructional strategies
   e. Professional development
   f. Assessment
   g. Other - answers will vary

If you missed any items on the response sheet, review the Subject Interest Rating and discuss its implications with the inservice leader.

4.2 INFORMATION REGARDING SCHOLASTIC ABILITY

The Cognitive Abilities Test provides a set of measures of the individual's ability to use and manipulate abstract and symbolic relationships.

Seven subtests are assembled into two separate batteries - Verbal and Nonverbal.

VERBAL BATTERY. The Verbal Battery is made up of the following four subtests: Vocabulary, Sentence Completion, Verbal Classification, and Verbal Analogies. Although an individual's performance obviously does depend upon his/her store of verbal concepts, the items included in each subtest have been written to make demands primarily upon the individual's flexibility in using his/her concepts. The test battery is designed to appraise relational thinking when the relationships are formulated in verbal terms.

Since the bulk of education is presented through verbal symbolism, the relevance of a verbal test for educational prognosis and diagnosis is clear. Tests of verbal reasoning have always been among the best predictors of educational progress.

NONVERBAL BATTERY. The Nonverbal Battery consists of the following three subtests: Figure Classification, Figure Analogies, and Figure Synthesis. The items in the subtests of this battery involve neither words nor numbers, and the geometric or figural elements have little direct relationship to formal school instruction. The subtests emphasize discovery of and flexibility in manipulating relationships expressed in figural symbols and patterns.

The Nonverbal Battery measures more nearly what has been called "fluid intelligence," that is, ability that is not bound by formal school instruction. Where performance on this battery runs ahead of performance on the Verbal Battery, it may suggest potential that is not fully expressed in performance on school-related tasks. (West Virginia State-County Testing Program: Interpretation and Use Handbook, 1977)

4.2 FREQUENCY DISTRIBUTION - SCHOLASTIC ABILITY

Below you will find data from the West Virginia State-County Testing Program for level 3.5. These data describe scholastic ability in terms of a frequency distribution. Utilizing the information on scholastic ability and the Frequency Distribution Scholastic Ability, complete the Frequency Distribution Scholastic Ability Study Guide on the following page. Please respond to each item.

CAT CTBS

FREQUENCY DISTRIBUTION
SCHOLASTIC ABILITY

	NATIONAL PERCENTILE INTERVAL	VERBAL ABILITY		NON-VERBAL ABILITY	
		FREQ.	% ILE	FREQ.	% ILE
	97-99				
	94-96	1	98		
	91-93	1	95	1	98
	88-90				
	85-87	1	92	1	95
	82-84	1	89	1	92
	79-81	2	84		
	76-78	1	79	3	85
	73-75	2	74		
	70-72				
	67-69	2	68	1	79
	64-66			1	76
	61-63	1	63	1	73
	58-60	1	60		
	55-57			1	69
	52-54	1	56	2	65
	49-51	2	52	3	56
	46-48	1	47	1	50
	43-45				
	40-42				
	37-39			2	45
	34-36	1	44		
	31-33			1	40
	28-30	1	40		
	25-27	1	37	1	37
	22-24	2	32	2	32
	19-21			1	27
	16-18			5	18
	13-15	2	26	1	8
	10-12				
	07-09	1	21		
	04-06	3	15		
	01-03	3	5	2	3
School	N	31		31	
	MEAN	40		43	

National %tile Mean	50	50
County %tile Mean	48	51

4.2 FREQUENCY DISTRIBUTION SCHOLASTIC ABILITY STUDY GUIDE

1. What is the national mean for verbal ability ________ and nonverbal ability ________?

2. What is the local/county mean for verbal ability ________ and nonverbal ability ________?

3. What is the school mean for verbal ability ________ and nonverbal ability ________?

4. State the differences (+ or -) between the following verbal ability means.

   a. Local/county mean - national mean = ________.

   b. School mean - national mean = ________.

   c. School mean - local/county mean = ________.

5. What summary statement can be made regarding the school verbal ability means obtained in question four?

6. State the differences (+ or -) between the following nonverbal ability means.

   a. Local/county mean - national mean = ________.

   b. School mean - national mean = ________.

   c. School mean - local/county mean = ________.

7. What summary statement can be made regarding the school nonverbal ability means obtained in question six?

8. At the school level, is there a large difference between verbal ability and nonverbal ability ________?

9. What implications might be drawn from this information?

Check your responses on the feedback sheet on the following page.

4.2 FREQUENCY DISTRIBUTION SCHOLASTIC ABILITY
FEEDBACK SHEET

1. 50, 50

2. 48, 51

3. 40, 43

4. a. County - 2

   b. School -10

   C. School - 8

5. The mean score for learners is below the national and local/county norm.

6. a. County + 1

   b. School - 7

   c. School - 8

7. The mean score for learners is below the national and local/county norm.

8. No

9. On the basis of this test, it would appear that verbal and nonverbal abilities in this school are compatible even though the mean scores are below the national and local/county norms.

If you missed any items on the Frequency Distribution Scholastic Ability Study Guide, review the material and discuss it with your inservice leader.

4.3 INFORMATION REGARDING NATIONAL PERCENTILE FREQUENCY DISTRIBUTION

On the National Percentile Frequency Distribution chart of the State-County Testing Program, there are six major subject areas. For the purposes of this objective, the subject area of reading will be considered. The reading section includes: (1) reading vocabulary [which indicate a measure of the student's knowledge of word meaning], (2) reading comprehension [which measures specific skills in both literal and critical comprehension], and (3) total reading [giving a combined vocabulary and comprehension score]. (West Virginia State-County Testing Program: Interpretation and Use Handbook, 1977)

In this section, you will be examining the school data regarding the National Percentile Frequency Distribution school data in order to obtain information about the national percentile mean (50) and the school mean scores in the areas of vocabulary comprehension and total reading. Since the verbal ability mean (40) obtained in objective 4.2 is related to reading achievement, the reading achievement mean should be compatible with the verbal ability mean.

If the verbal ability mean and the total reading mean are compatible, this tends to indicate that the learner's achievement for level 3.5 is in line with academic potential. If they are incompatible, this tends to indicate that individual scores require closer scrutiny than normally.

If the vocabulary mean and the comprehension mean show a large difference, this may be an indicator that the present reading program and instructional strategies should be examined by the total school staff in order to suggest improvements and/or modifications in the reading program.

4.3 NATIONAL PERCENTILE FREQUENCY DISTRIBUTION

Directions: Below you will find data from the West Virginia State-County Testing Program for grade level 3.5. These data depict the frequency distribution in reading and other subjects. Utilizing the information for the reading area only, complete the National Percentile Frequency Distribution Analysis Sheet on the following page. Please respond to each item.

WEST VIRGINIA STATE-COUNTY TESTING PROGRAM

COMPREHENSIVE TESTS OF BASIC SKILLS

GRADE 3.5

NATIONAL PERCENTILE FREQUENCY DISTRIBUTION

National Percentile Interval	READING						LANGUAGE								MATHEMATICS								TOTAL BASIC SKILLS		REFERENCE SKILLS		SCIENCE		SOCIAL STUDIES		National Percentile Interval
	Vocabulary		Comprehension		Total		Mechanics		Expression		Spelling		Total		Computation		Concepts		Applications		Total										
	Freq	LP	Freq	LP	Freq	LP	Freq	LP	Freq	LP	Freq	LP	Freq	LP	Freq	LP	Freq	LP	Freq	LP	Freq	LP	Freq	LP	Freq	LP	Freq	LP	Freq	LP	
97-99	1	98	1	98	1	98	1	98			1	98	1	98			2	97					1	98					1	98	97-99
94-96	1	95																									2	97			94-96
91-93							3	92	2	97					1	98	2	90			2	97									91-93
88-90	1	92							2	90					2	93			1	98							2	90			88-90
85-87	1	89					3	82					1	95	1	88	3	82			2	90	1	95	2	97			2	93	85-87
82-84					2	94			1	85			2	90					1	95			1	92			1	85			82-84
79-81			1	95			2	74			1	95					1	76					1	88	2	90			2	86	79-81
76-78	1	85	1	92	1	89			1	82											2	83									76-78
73-75			1	89	2	84	2	68											2	90	1	78	1	85	1	85			1	81	73-75
70-72	4	77	1	85					1	79	2	90			1	85	2	71	1	85											70-72
67-69			2	81	2	77			1	76					1	82					2	73	1	82			3	78	1	78	67-69
64-66	2	68			2	71	2	61					2	84	5	72			2	81	1	68	1	78	1	82			1	74	64-66
61-63	1	63	2	74	1	66			2	71			2	77									1	75			4	67			61-63
58-60			2	68			2	55	2	65	2	84			1	62	2	65	2	74	1	65	2	70	2	77	2	57	1	71	58-60
55-57	3	56			1	63															1	62	1	65					2	66	55-57
52-54					2	58	2	48	3	56	1	79	2	71	1	58			1	69	1	58	1	62	7	62	1	52			52-54
49-51			2	61					1	50	3	73	1	66	1	55			2	65									1	60	49-51
46-48					1	53							4	58	2	50	1	60	3	56	1	55	1	58							46-48
43-45	1	50											1	50	1	45							2	53	1	48			2	55	43-45
40-42			1	56			1	44			4	61	1	47			1	56	2	48	1	52	3	45			1	48			40-42
37-39	1	47							1	47									3	40	1	48			3	42	2	43	3	47	37-39
34-36	1	44	1	53	1	50			1	44					1	42	2	52													34-36
31-33	1	40	1	50					2	39							2	45	1	34	1	45			3	32	1	38	2	38	31-33
28-30			1	47			4	35	1	34	1	53	1	44	2	37					2	40									28-30
25-27	1	37	2	42							1	50					2	39	1	31							1	35	3	29	25-27
22-24	1	34			2	45	1	27							1	32	4	29	1	27	2	33	1	38	2	23					22-24
19-21	2	29	3	34	2	39			2	29	2	45	1	40	2	27	2	19					1	35					3	19	19-21
16-18	1	24	1	27	2	32	3	21	2	23	2	39	3	34	2	20	2	13	2	23	2	27	1	32	3	15	4	27	3	9	16-18
13-15	2	19	2	23	2	26			1	18	2	32			1	15	1	8			3	18	1	28							13-15
10-12	2	13			2	19	3	11			1	27	3	24	2	10	1	5	2	16	4	7	4	20	1	8	2	17	1	2	10-12
07-09	2	6	1	18	4	10			2	13			1	18	2	3	1	2					3	8			3	8			07-09
04-06	1	2	2	13			1	5	2	6	4	19	3	11					1	11			1	2			1	2			04-06
01-03			3	5	1	2	1	2	1	2	4	6	2	3					3	5					2	3					01-03
N	31		31		31		31		31		31		31		30		31		31		30		30		30		30		29		
MEAN	45		35		39		51		43		26		34		45		49		36		44		39		40		45		47		

	Vocabulary	Comprehension	Total
National Mean	50	50	50
County Mean	48	45	47

4.3 NATIONAL PERCENTILE FREQUENCY DISTRIBUTION ANALYSIS SHEET

1. What is the national mean ________, local/county mean ________, and school mean ________ in vocabulary?

2. What is the national mean ________, local/county mean ________, and school mean ________ in comprehension?

3. What is the national mean ________, local/county mean ________, and school mean ________ for total reading?

4. How does the reading achievement in this school compare with the national and local/county achievement in reading?

5. Is the total school reading mean compatible or incompatible with the verbal ability mean of 40? Give a possible implication of your answer.

6. Is there a large difference between the school vocabulary and comprehension means? If so, what is the role of the instructional leader in relation to the EC/LO: K-8?

Check your responses with the feedback sheet on the following page.

4.3 NATIONAL PERCENTILE FREQUENCY DISTRIBUTION ANALYSIS SHEET FEEDBACK SHEET

1. 50, 48, 45

2. 50, 45, 35

3. 50, 47, 39

4. This school mean is below the national and local/county mean in reading achievement.

5. Compatible. The learner's verbal ability mean score seems to be in line with the total reading achievement mean score.

6. Yes (-10). The principal should examine the reading program with total staff. Some specific suggestions might be:

    a. Determine by further diagnosis the EC/LO in comprehension which need additional instruction.

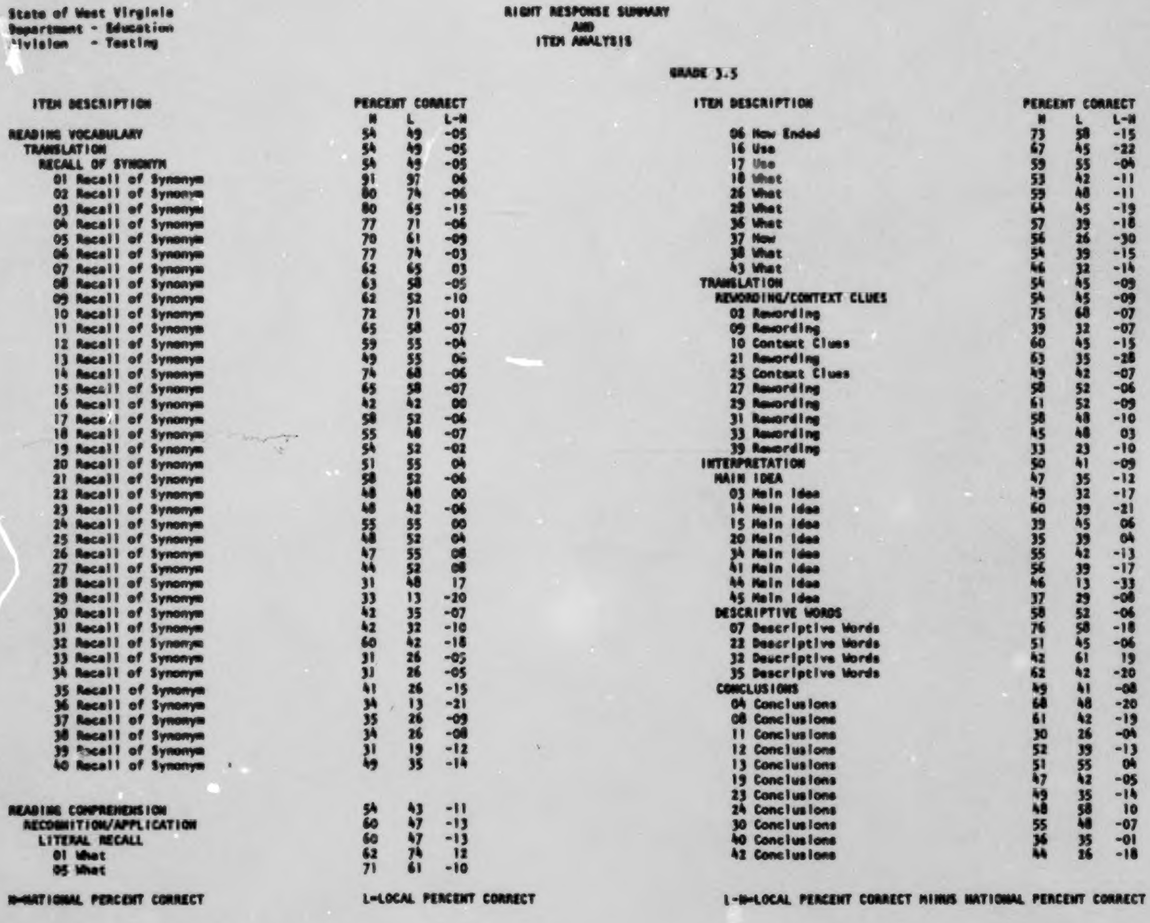
    b. Stress literal, interpretive and critical comprehension questions in teaching.

    c. Other - suggestions will vary.

If you missed any items on this analysis sheet, review the test data and discuss it with the inservice leader.

4.4 RIGHT RESPONSE SUMMARY AND ITEM ANALYSIS

The Right Response Summary and Item Analysis, generally called the "Right Response Summary," shows the local percentage of students who answered items or groups of items correctly in reading and five other subject areas. Examine the Right Response Summary reading data given below for a school and complete the analysis sheet on the following page. Please respond to each item.



State of West Virginia
Department - Education
Division - Testing

RIGHT RESPONSE SUMMARY
AND
ITEM ANALYSIS

GRADE 3.5

ITEM DESCRIPTION	PERCENT CORRECT N	L	L-N
READING VOCABULARY	54	49	-05
TRANSLATION	54	49	-05
RECALL OF SYNONYM	54	49	-05
01 Recall of Synonym	91	97	06
02 Recall of Synonym	80	74	-06
03 Recall of Synonym	80	65	-15
04 Recall of Synonym	77	71	-06
05 Recall of Synonym	70	61	-09
06 Recall of Synonym	77	74	-03
07 Recall of Synonym	62	65	03
08 Recall of Synonym	63	58	-05
09 Recall of Synonym	62	52	-10
10 Recall of Synonym	72	71	-01
11 Recall of Synonym	65	58	-07
12 Recall of Synonym	59	55	-04
13 Recall of Synonym	49	55	06
14 Recall of Synonym	74	68	-06
15 Recall of Synonym	65	58	-07
16 Recall of Synonym	42	42	00
17 Recall of Synonym	58	52	-06
18 Recall of Synonym	55	48	-07
19 Recall of Synonym	54	52	-02
20 Recall of Synonym	51	55	04
21 Recall of Synonym	58	52	-06
22 Recall of Synonym	48	48	00
23 Recall of Synonym	48	42	-06
24 Recall of Synonym	55	55	00
25 Recall of Synonym	48	52	04
26 Recall of Synonym	47	55	08
27 Recall of Synonym	44	52	08
28 Recall of Synonym	31	48	17
29 Recall of Synonym	33	13	-20
30 Recall of Synonym	42	35	-07
31 Recall of Synonym	42	32	-10
32 Recall of Synonym	60	42	-18
33 Recall of Synonym	31	26	-05
34 Recall of Synonym	31	26	-05
35 Recall of Synonym	41	26	-15
36 Recall of Synonym	34	13	-21
37 Recall of Synonym	35	26	-09
38 Recall of Synonym	34	26	-08
39 Recall of Synonym	31	19	-12
40 Recall of Synonym	49	35	-14
READING COMPREHENSION	54	43	-11
RECOGNITION/APPLICATION	60	47	-13
LITERAL RECALL	60	47	-13
01 What	62	74	12
05 What	71	61	-10
06 How Ended	73	58	-15
16 Use	67	45	-22
17 Use	59	55	-04
18 What	53	42	-11
26 What	59	48	-11
28 What	64	45	-19
36 What	57	39	-18
37 How	56	26	-30
38 What	54	39	-15
43 What	46	32	-14
TRANSLATION	54	45	-09
REWORDING/CONTEXT CLUES	54	45	-09
02 Rewording	75	68	-07
09 Rewording	39	32	-07
10 Context Clues	60	45	-15
21 Rewording	63	35	-28
25 Context Clues	49	42	-07
27 Rewording	58	52	-06
29 Rewording	61	52	-09
31 Rewording	58	48	-10
33 Rewording	45	48	03
39 Rewording	33	23	-10
INTERPRETATION	50	41	-09
MAIN IDEA	47	35	-12
03 Main Idea	49	32	-17
14 Main Idea	60	39	-21
15 Main Idea	39	45	06
20 Main Idea	35	39	04
34 Main Idea	55	42	-13
41 Main Idea	56	39	-17
44 Main Idea	46	13	-33
45 Main Idea	37	29	-08
DESCRIPTIVE WORDS	58	52	-06
07 Descriptive Words	76	58	-18
22 Descriptive Words	51	45	-06
32 Descriptive Words	42	61	19
35 Descriptive Words	62	42	-20
CONCLUSIONS	49	41	-08
04 Conclusions	68	48	-20
08 Conclusions	61	42	-19
11 Conclusions	30	26	-04
12 Conclusions	52	39	-13
13 Conclusions	51	55	04
19 Conclusions	47	42	-05
23 Conclusions	49	35	-14
24 Conclusions	48	58	10
30 Conclusions	55	48	-07
40 Conclusions	36	35	-01
42 Conclusions	44	26	-18

N=NATIONAL PERCENT CORRECT   L=LOCAL PERCENT CORRECT   L-N=LOCAL PERCENT CORRECT MINUS NATIONAL PERCENT CORRECT

4.4 RIGHT RESPONSE SUMMARY ANALYSIS SHEET

Please respond to each item in the chart.

Item Description	No. of Items Tested	No. of Items Below National Norm	No. of Items Above National Norm	Percentage of Items Below National Norm
Reading Vocabulary a. Recall of Synomyn				
Reading Comprehension a. Literal Recall				
b. Rewording/ Context Clues				
c. Main Idea				
d. Descriptive Words				
e. Conclusions				

Check your responses with the feedback sheet on the following page.

4.4 RIGHT RESPONSE SUMMARY ANALYSIS SHEET
FEEDBACK SHEET

Please respond to each item in the chart.

Item Description	No. of Items Tested	No. of Items Below National Norm	No. of Items At or Above National Norm	Percentage of Items Below National Norm
Reading Vocabulary a. Recall of Synomyn	40	29	11	72.5
Reading Comprehension a. Literal Recall	12	11	1	91.6
b. Rewording/ Context Clues	10	9	1	90.0
c. Main Idea	8	6	2	75.0
d. Descriptive Words	4	3	1	75.0
e. Conclusions	11	9	2	81.8

If you missed any items on this analysis sheet, review the test data and discuss it with the inservice leader.

4.4 DISCUSSION QUESTIONS:

1. How would you define strength or problem areas in relation to these data?

2. If you were establishing the number 1 instructional priority based on these data, what would it be?

3. Since the principal is the instructional leader in the school, what might her/his role be in using EC/LO in relation to the problem areas?

4. Since the classroom teacher is charged with the reading instruction, what might her/his role be in using the EC/LO in relation to the problem areas?

Check your responses on the feedback sheet on the following page.

4.4 DISCUSSION QUESTIONS FEEDBACK SHEET

1. a. Examine the percentage of items above and below the national norm.
   b. Examine individual test items.

2. Reading Comprehension Literal Recall

3. a. Consult Basal Reading Program to determine if the skills tested were taught.
   b. Using the EC/LO: K-8, determine the vocabulary and comprehension skills not tested and develop a procedure for further diagnosis of the skills.
   c. Other. Suggestions may vary.

4. a. Assist the principal in determining which skills were tested and which need further diagnosis.
   b. Develop informal assessments in terms of the EC/LO.
   c. Develop a management plan for eliminating skill deficiencies in learners.
   d. Other. Suggestions may vary.

If you missed any items, re-examine the Right Response Data and discuss the items with the inservice leader.

Turn to the Self-Evaluation Record and check (✓) your performance on objectives 4.1, 4.2, 4.4.

TERMINAL
OBJECTIVE: 4.0

Program for Improving Reading Achievement

Interfacing Essential Competencies and Learner Outcomes with Developmental Reading

Attitude Feedback Form (AFF)

Directions: Please complete this form, tear it out of this inservice package, and submit it to your instructional leader.

1. Name one or more strengths of this section of the inservice package.

____

____

2. List suggestions for improvement or revision of the content of this section of the inservice package.

____

____

____

3. What do you think about the organization and format of the materials of this section of the inservice package?

____

____

____

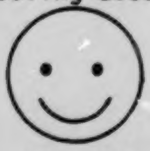
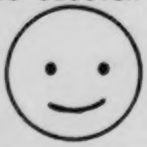
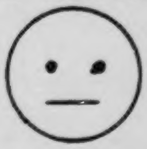
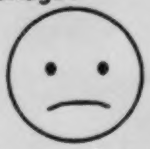
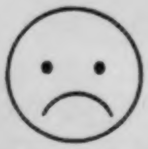
4. What do you think about the objectives and activities of this section of the inservice package? Please respond by identifying the enabling objectives by their numbers.

____

____

____

5. Please circle or otherwise mark the face corresponding to your overall feeling about this section of the inservice package.

6. In the space below or on the back, please write any personal reactions which you feel are important in terms of assessing the value and worthiness of this section of the inservice.

____

____

____

5.0 TERMINAL OBJECTIVE

At the conclusion of this section of the inservice, the participant will:

5.0 Analyze the organization of the school management plan for reading instruction as related to the EC/LO: K-8.

5.1 After studying information on learning environments and instructional techniques, the participants will view a video-taped interview or read a script of the same with a school principal and analyze the organization of school management plan by completing each item of the Interview Analysis Sheet.

5.2 After completing the Interview Analysis Sheet, the participants will analyze their own school management plan by responding to each item of the School Management Analysis Sheet.

5.1 CLASSROOM LEARNING ENVIRONMENTS AND INSTRUCTIONAL TECHNIQUES

Directions: Read the following information regarding classroom learning environments and instructional techniques. Afterwards, the inservice leader will ask you to view a video-taped interview with a principal or read the interview script (Appendix F). Then analyze the principal's comments by completing the Interview Analysis Sheet.

A. CLASSROOM LEARNING ENVIRONMENTS

1. Self-Contained Classroom

In a self-contained classroom a single teacher meets with a single class for the school day and has the complete responsibility for the instruction. Thus, a teacher should be able to know his/her students well and establish good rapport with them. Learning can also be integrated among the various content subjects. (DeYoung and Wynn, 1972)

2. Departmentalization

The departmentalized class is instructed by more than one teacher, often by a different teacher for each subject. This learning environment requires teacher specialization in the subject instructed. (DeYoung and Wynn, 1972)

3. Nongraded

"Nongrading is an arrangement in which grade levels are removed from some or all classes. When grade levels are removed from kindergarten and the first three grades, the arrangement is known as a nongraded primary unit. A similar vertical arrangement for the customary four, five, and six is a nongraded intermediate unit." (Goodlad and Anderson, 1963) Instructional provisions are made for individuals to progress according to their achievement in designated skills.

4. Open Space

"There are four operating principles of the open classroom. First, the room itself is decentralized; an open flexible space divided into functional areas, rather than one fixed, homogeneous unit. Second, the children are free for much of the time to explore this room, individually or in groups, and to choose their own activities. Third, the environment is rich in learning resources, including plenty of concrete materials, as well as books and other media. Fourth, the teacher and the aides work most of the time with individual children of two or three, hardly ever presenting the same material to the class as a whole." (Gross and Gross, 1972)

Techniques (continued)

B. INSTRUCTIONAL TECHNIQUES

1. Team Teaching

There are basically four types of team teaching:

a. The team leader type

A large group of students is assigned to a team composed of two or more certificated teachers, one or more paraprofessionals, and in some cases student teachers. The team leader is responsible for assigning pupils to groups, for developing a suitable curriculum, and for supervising the less experienced members of the team.

b. The associate type

No teacher is designated as team leader; planning for instruction is worked out cooperatively so that the best talents of each member of the team are used.

c. The master teacher-beginning teacher type

Beginning teachers and teachers who are new to the school system are sometimes teamed with a master teacher to share the responsibility for teaching a large group of students.

d. The coordinated team type

Teachers who have different classes of the same content meet regularly to coordinate methods and materials used in the various classes.

2. Diagnostic/Prescriptive Approach

A diagnostic/prescriptive approach contains the following components:

a. diagnosing to identify specific learning strengths and weaknesses.
b. developing instruction plan to meet the diagnosed deficiencies.
c. instructional program to remediate weaknesses.
d. evaluate to modify the prescription.

A unique aspect of this technique is that the diagnosis and the instruction plan occur simultaneously.

3. Personalized/Individualized Instruction

Personalized/individualized instruction recognizes the fact that children are different in terms of experiences, both in and out of school, ability, learning rate, interest, attentiveness, motivation, and in terms of many other individual traits and qualities. Personalized instruction attempts to consider these individual traits in planning, instructing, and evaluating learners.

Techniques (continued)

4. Programmed Instruction

Programmed instruction is more structured than the other reading approaches, but it incorporates principles of learning that contribute to individualized instruction. These include step-by-step learning, immediate feedback of results, regular and constant review and testing, learning by doing, and individual progress through materials.

In programmed instruction, each task is analyzed into its component parts and arranged into sequential steps which are presented in small increments called "frames." The child provides an answer for each frame and receives immediate feedback on whether the answer is correct or not. By proceeding in this manner, the child learns more readily and the tasks are reinforced. (Duffy, Sherman, Roehler, 1977)

5. Unit Approach

The unit approach has the following characteristics:

a. centers around a central theme.
b. establishes objectives that are observable by both the learners and teachers.
c. focus on learning activities necessary to accomplish the objective.
d. provides opportunities for wide reading around the theme.
e. provides for instruction and practice.
f. provides an evaluation component. (Shepherd, 1977)

6. Grouping

Grouping is a technique that is used to organize reading instruction. There are many ways that grouping can be done. The most common include the following:

a. homogeneous - refers to ability grouping in which you seek to reduce the range of ability in a classroom by sorting the learners on the basis of intellectual ability or academic achievement. (DeYoung and Wynn, 1972)
b. heterogeneous - learners are grouped by age or grade without regard to achievement. (DeYoung and Wynn, 1972)
c. needs or skill grouping - refers to short term or flexible grouping which teachers form when learners need reinforcement or instruction on needs or skills. (Miller, 1977)
d. interest grouping - occurs when learners themselves wish to learn more about a particular topic.
e. tutorial grouping (buddy system) - refers to grouping a learner who possesses certain skills with a learner who does not have them.
f. between class/grade grouping - refers to grouping children from different grade levels or classrooms together for either skill, interest, tutorial or other instructional purposes.

5.1 INTERVIEW ANALYSIS SHEET

Directions: The questions below were the basis for developing the Video Tape Recording (VTR) interview with a principal. Before you observe the taped interview or read the script of it which is found in Appendix F, the inservice leader will familiarize you with the areas which you are to analyze. View the tape and then respond to each question by checking yes, or no, or information not included.

	Yes	No	Information Not Included
I. EC/LO: K-8			
1. Was the principal aware of the EC/LO: K-8 developed for reading by the West Virginia Department of Education?			
2. Did the principal see this document as being valuable to her, her teachers, and learners?			
3. Did the principal think the EC/LO: K-8 were compatible with the reading program of the school?			
II. CLASSROOM LEARNING ENVIRONMENT			
4. Identify the learning environment of the school (indicate yes or no)			
a. self-contained			
b. departmentalized			
c. nongraded			
d. open space			
5. Did the principal believe the EC/LO: K-8 were compatible with the learning environment identified?			
6. Did the principal indicate plans for interfacing the EC/LO: K-8 with the school reading program?			

Interview Analysis (continued)

	Yes	No	Information Not Included
III. INSTRUCTIONAL TECHNIQUES			
7. Did the school have a plan for diagnosing student needs?			
8. Did the school have: a. personalized/individualized instruction			
b. unit teaching			
c. team teaching			
d. programmed instruction			
e. diagnostic/prescriptive teaching			
9. Identify the grouping patterns of the school (indicate yes or no) a. homogeneous grouping			
b. heterogeneous grouping			
c. skill grouping			
d. interest grouping			
e. tutorial grouping			
f. grouping between classes/grades			
10. As a result of the EC/LO: K-8 did the principal foresee any modification in instructional techniques for the next school year?			
IV. MATERIALS/RESOURCES			
11. Did the school have an adopted basal reading program?			
12. Was there a procedure for the placement of students in the basal reading program?			
13. Were there materials to supplement the basal reading program?			
14. Did the school have library and media resources available?			
15. Did the principal foresee any changes in resources and utilization of resources as a result of the EC/LO: K-8 and test data?			

	Yes	No	Information Not Included
16. Did the school have a system for managing materials and resources?			
V. RECORD KEEPING FOR READING			
17. Did the school have a record keeping system for:			
a. learner achievement			
b. learner diagnostic prescriptions			
c. learner progress			
d. resource/reading skill banks			
VI. CURRICULUM DEVELOPMENT			
18. Did the school staff continually evaluate reading curriculum?			
19. Are the following involved in curriculum development?			
a. principal			
b. teachers			
c. paraprofessionals			
d. parents			
e. learners			

Check your responses with the feedback sheet which follows.

5.1 INTERVIEW ANALYSIS SHEET

FEEDBACK SHEET

	Yes	No	Information Not Included
I. EC/LO: K-8			
1. Was the principal aware of the EC/LO: K-8 developed for reading by the West Virginia Department of Education?	✓		
2. Did the principal see this document as being valuable to her, her teachers, and learners?	✓		
3. Did the principal think the EC/LO: K-8 were compatible with the reading program of the school?	✓		
II. CLASSROOM LEARNING ENVIRONMENT			
4. Identify the learning environment of the school (indicate yes or no)			
a. self-contained	✓		
b. departmentalized		✓	
c. nongraded		✓	
d. open space		✓	
5. Did the principal believe the EC/LO: K-8 were compatible with the learning environment identified?	✓		
6. Did the principal indicate plans for interfacing the EC/LO: K-8 with the school reading program?	✓		
III. INSTRUCTIONAL TECHNIQUES			
7. Did the school have a plan for diagnosing student needs?	✓		

Interview Analysis (continued)

	Yes	No	Information Not Included
8. Did the school have:			
a. personalized/individualized instruction			✓
b. unit teaching			✓
c. team teaching			✓
d. programmed instruction			✓
e. diagnostic/prescriptive teaching	✓		
9. Identify the grouping patterns of the school (indicate yes or no)			
a. homogeneous grouping			✓
b. heterogeneous grouping			✓
c. skill grouping	✓		
d. interest grouping			✓
e. tutorial grouping			✓
f. grouping between classes/grades	✓		
10. As a result of the EC/LO: K-8 did the principal foresee any modification in instructional techniques for the next school year?	✓		
IV. MATERIALS/RESOURCES			
11. Did the school have an adopted basal reading program?	✓		
12. Was there a procedure for the placement of students in the basal reading program?	✓		
13. Were there materials to supplement the basal reading program?	✓		
14. Did the school have library and media resources available?	✓		
15. Did the principal foresee any changes in resources and utilization of resources as a result of the EC/LO: K-8 and test data?	✓		
16. Did the school have a system for managing materials and resources?	✓		

Interview Analysis (continued)

	Yes	No	Information Not Included
V. RECORD KEEPING FOR READING			
17. Did the school have a record keeping system for:			
a. learner achievement			✓
b. learner diagnostic prescriptions			✓
c. learner progress			✓
d. resource/reading skill banks	✓		
VI. CURRICULUM DEVELOPMENT			
18. Did the school staff continually evaluate reading curriculum?	✓		
19. Are the following involved in curriculum development?			
a. principal	✓		
b. teachers	✓		
c. paraprofessionals	✓		
d. parents	✓		
e. learners			✓

5.2 SCHOOL MANAGEMENT ANALYSIS SHEET

Now that you have viewed the videotape and completed the Interview Analysis Sheet, analyze your own school by responding to each of the following items:

I. EC/LO: K-8

1. Prior to this inservice, were you aware of the EC/LO: K-8 developed by the Division of Instructional Learning Systems, Bureau of Learning Systems, West Virginia Department of Education?

2. Is the EC/LO: K-8 compatible with your basal reading program?

   If so, can this document be valuable to you, your teachers, and the students in your school?

II. CLASSROOM LEARNING ENVIRONMENT

3. Which of the following classroom learning environments exists in your school?

   self-contained ______
   departmentalized ______
   nongraded ______
   open space ______

4. Do you believe the EC/LO: K-8 is compatible with the classroom learning environment in your school?

5. Do you have plans to interface the EC/LO: K-8 with your school reading program? How?

III. INSTRUCTIONAL TECHNIQUES

6. What is your plan for diagnosing student needs?

Analysis Sheet (continued)

7. What is your predominate instructional technique?

   a. personalized/individualized instruction ______
   b. unit teaching ______
   c. team teaching ______
   d. programmed instruction ______
   e. diagnostic/prescriptive teaching ______

8. Identify the predominate grouping patterns in your school for reading?

   a. homogeneous grouping ______
   b. heterogeneous grouping ______
   c. skill grouping ______
   d. interest grouping ______
   e. tutorial grouping ______
   f. grouping between classes/grade ______

9. Do you plan any modification of instructional techniques as a result of the EC/LO: K-8?

IV. MATERIALS/RESOURCES

10. What basal reading program(s) does your school use?

11. Describe the procedure used for student placement in the basal reading program?

12. List materials being used to supplement the basal reading program.

13. What media resources are available in your school?

Analysis Sheet (continued)

14. Will the EC/LO: K-8 have an effect on the utilization of your supplementary materials and resources?

15. Describe your management system for reading materials and resources.

V. RECORD KEEPING FOR READING

16. Identify the areas in which your school has a record keeping system:

    a. student achievement ______
    b. student diagnostic prescriptions ______
    c. student progress ______
    d. resource reading skill banks ______

VI. CURRICULUM DEVELOPMENT

17. Describe your plan for evaluating the reading curriculum utilizing EC/LO: K-8.

18. Describe your plan for involving the following people involved in curriculum development for your school:

    a. principal
    b. teachers
    c. paraprofessionals
    d. parents
    e. learners

5.2 SCHOOL MANAGEMENT PLAN OF ACTION

As a result of this section of the inservice, indicate any changes you envision in your school in terms of:

I. The Classroom Learning Environment

II. Instructional Techniques

III. Materials/Resources

IV. Record Keeping for Reading

V. Curriculum Development

The inservice leader may wish to have you share your suggestions with the other participants.

Turn to the Self-Evaluation Record and check (✓) your performance on objectives 5.1 and 5.2

TERMINAL
OBJECTIVE: 5.0

Program for Improving Reading Achievement

Interfacing Essential Competencies and Learner Outcomes with Developmental Reading

Attitude Feedback Form (AFF)

Directions: Please complete this form, tear it out of this inservice package, and submit it to your instructional leader.

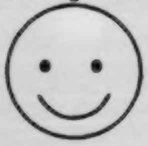
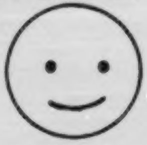
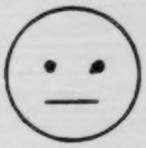
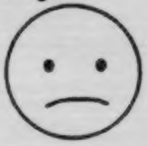
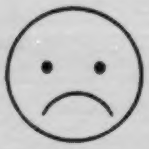
1. Name one or more strengths of this section of the inservice package.

2. List suggestions for improvement or revision of the content of this section of the inservice package.

3. What do you think about the organization and format of the materials of this section of the inservice package?

4. What do you think about the objectives and activities of this section of the inservice package? Please respond by identifying the enabling objectives by their numbers.

5. Please circle or otherwise mark the face corresponding to your overall feeling about this section of the inservice package.

6. In the space below or on the back, please write any personal reactions which you feel are important in terms of assessing the value and worthiness of this section of the inservice.

6.0 TERMINAL OBJECTIVE

At the end of this section of the inservice, the participant will:

6.0 Analyze and evaluate the assessment of reading instruction in a simulated situation.

6.1 After studying information on the purposes and characteristics of selected assessment instruments, the participant will identify the use of the assessment instruments in his/her school by discussing each question on a School Self-Analysis Sheet.

6.2 Given a videotape recording of a teacher conducting a reading lesson, the participant will critique the reading lesson by responding to each item on a Checklist for the Observation of Reading Instruction.

6.3 After observing the reading instruction, the participant will identify follow-up procedures to use with the teacher by listing two topics for discussion.

6.1 ASSESSMENT OF READING INSTRUCTION

The role of the principal in the evaluation of school reading is to exercise his supervisory function so that he/she knows to what extent learners are operating at the right instructional level, that learners have a proper attitude toward reading and the reading program, and that effective reading instruction is occurring. Evaluation of outcomes will then indicate whether learner referral for specific problem areas is necessary.

A note of caution is appropriate. Hammill (1971) states:

> "If assessment results that are meaningful for school use are to evolve from the total evaluation, the teacher and others charged with the diagnosis function must recognize that instruction and evaluation are not separate words, but that they are inseparably meshed."

Thus, the evaluation of reading cannot be considered apart from the classroom instruction. Therefore, the principal as instructional leader must know how to utilize diagnostic measures and mesh these with the EC/LO: K-8, the basal program and classroom instruction.

Diagnostic Measures

In order to familiarize the participants with diagnostic measures, read the explanations below and complete each item on the self-evaluation sheet which follows.

1. Standardized Tests. Standardized tests in reading measure general reading achievement in broad areas without identifying specific strengths and weaknesses in reading. The test scores are based upon a norm, i.e., a comparison of an individual's score to the performance of many other individuals of the same age, grade or level across the nation. Scores are interpreted in terms of grade levels. Grade level is a very arbitrary standard and interpretations tend to vary from test to test and reading series to reading series. For example, obtaining the knowledge that a learner is reading on a 2.0 grade level does not guarantee that the teacher will be able to match this finding exactly with second grade materials. (Durost, 1971)

2. Criterion-Referenced Test. Criterion-referenced tests are the outgrowth of a behavioristic task analysis approach to reading skills. Prescott (1971) states:

> "In criterion-referenced or content-referenced test interpretation, no attempt is made to compare the performance of an individual with that of others. Rather, one seeks to evaluate performance in terms of whether an individual has achieved or has failed to achieve specific

> instructional objectives. It seeks to answer the question, "what specific skills, knowledges, and understandings has a pupil acquired?" . . . In its most elemental form the response of each pupil to each test item is evaluated as correct or incorrect: the skill or ability or whatever, measured by a test item has either been mastered or it has not. (Prescott, 1971)

Results from this type of testing gives the teacher specific information regarding the learner's strengths and weaknesses in skill areas which can be transferred readily into an educational program. (Englemann, 1967)

3. Informal Reading Inventory. The informal reading inventory (IRI) consists of a series of paragraphs taken from one basal series and arranged in increasing order of difficulty. The IRI helps to determine on what level of reading performance a learner is working. Information gained from the IRI can be used to assign instructional materials for each learner. Because the basal series is used, this inventory is probably more valuable in terms of textbook reading than other types of tests. (Betts, 1946)

4. Mastery Tests. Mastery tests are measures designed by the publishers of basal reading programs. Although these tests vary in content and format among publishers, they usually all contain measures of the learner's general ability to attack words and to comprehend. Some of the tests are more diagnostic in nature and investigate mastery of specific skills. (Olson and Dillner, 1976) They may also indicate the learner's readiness to progress to the next level in the basal program.

Learner Interests and Attitudes

In addition to the evaluation of diagnostic measures, the instructional leader of the school should ascertain learner interests and attitudes toward reading and the reading program. Explanations of the interest inventory and attitudinal measures follow. Read the explanations. Afterwards, the inservice leader will divide the participants into groups to analyze the evaluation of reading in your school.

1. Interest Inventory. Interest inventories are a means of obtaining information regarding special interests of learners. They can be obtained through observation, interviews or questionnaires. Results of an interest inventory can be used to help learners develop reading interests and recreational reading, and to assist teachers in developing classroom activities based on learner interest. Sample questions from an interest inventory might include the following:

(1) What kind of books do you like to read?
(2) What are your favorite hobbies?
(3) What do you like to do for fun?

Once reading interests have been obtained, it is necessary to have a variety of materials available to develop those interests.

2. Attitudinal Measures. This is a device to help determine how learners view attitudes toward themselves, homes and family, and school and reading. This technique is particularly valuable with poor readers in learning about probable causes of their reading problems. Attitudinal measures can be developed by using incomplete sentences, i.e., I think that learning to read is __________. I think my teacher is ____________. Other simple techniques are the open ended story, creative writing and the Wish Test. (i.e., if you had three wishes, what would they be?). (Miller, 1977)

It is also possible to observe learner attitudes toward reading. For example, does the learner do independent reading? Does the learner exhibit special reading interests? Do the learners utilize library resources? etc.

6.1 SELF-EVALUATION

Directions: Read the following examples related to diagnostic measures and mark 1 for Standardized Testing, 2 for Criterion-Referenced Testing, 3 for IRI, 4 for Mastery Test, 5 for Interest Inventory, and 6 for Attitudinal Measures.

______1. Curriculum committee developed test items to measure the EC/LO: K-8.

______2. The school administered the Metropolitan Achievement Test.

______3. Teachers develop informal placement test for the basal program.

______4. Use is made of published test which accompanies basal programs.

______5. Test scores are based upon a norm.

______6. Teacher develops open-ended questions for the learners to complete.

______7. Teacher develops a questionnaire to determine the types of books learners prefer.

Check your answers with the feedback sheet on the following page.

6.1 SELF-EVALUATION FEEDBACK SHEET

1. 2

2. 1

3. 3

4. 4

5. 1

6. 6

7. 5

If any of your responses were incorrect, review the material related to the item(s) missed.

If your responses were correct, go on to the next page.

6.1 SCHOOL SELF-ANALYSIS SHEET

Discussion Questions - Select group discussion leader and recorder and utilize the following questions as the basis for evaluating your school's reading program. Share your ideas with the total group.

1. What kinds of standardized tests do you utilize in your school? How are the data used in terms of the EC/LO: K-8 and basal program?

2. Does your school utilize criterion-reference testing? If so, how? Can these data be used in terms of the EC/LO: K-8?

3. What provisions are made for placement and movement of learners in the basal program? How can the EC/LO: K-8 assist with the placement and movement of learners in the basal program?

4. How are data on attitudes and interests collected and utilized?

5. Indicate what you would consider an assessment need for your school. Develop a procedure for obtaining it.

6.2 OBSERVING READING INSTRUCTION

As the instructional leader of the school, your ability to exercise leadership and supervisory competencies can affect the quality of reading instruction. Perhaps your greatest responsibility in evaluating the reading program is to observe teachers and determine if effective reading instruction is occurring. This microteaching lesson is designed to simulate reading instruction in the area of planning, instruction and management, communications, and evaluation.

Before you observe the taped interview or read the script of it which is found in Appendix G, the inservice leader will familiarize you with the checklist for evaluating reading instruction.

Now view the video-tape recording, use the checklist for the observation of reading instruction and analyze the instruction in terms of the criteria. Then check your responses with the feedback sheet on page 124.

6.2 READING OBSERVATION ASSESSMENT FORM (ROAF)

Directions: Mark YES if the competency statement is demonstrated and NO if it is not. If not observable, mark NO OPPORTUNITY TO OBSERVE. Make any comment you wish about the area or individual objective as performed by the teacher.

	YES	NO	NO OPPORTUNITY TO OBSERVE	COMMENTS
PLANNING In demonstrating competency in planning, is there evidence that the teacher: 1. Writes instructional objectives for reading that are precise and measurable.				
2. Selects reading materials and activities that are appropriate with the needs of the students and the concepts or skills.				
3. Designs varied and sequential reading activities with alternatives available.				
INSTRUCTION AND MANAGEMENT In demonstrating competency in instruction and management, is there evidence that the teacher: 4. Organizes materials, the supplementary resources and the physical environment.				
5. Utilizes motivational techniques to begin the lesson.				

ROAF (continued)

	YES	NO	NO OPPORTUNITY TO OBSERVE	COMMENTS
6. Varies teaching strategies and/or pace of the lesson.				
7. Reinforces pupil responses.				
8. Uses whole group and flexible small group instruction.				
9. Uses questions that cause pupils to gain factual knowledge, draw inferences and critically evaluate material.				
10. Personalizes/individualizes instruction.				
11. Responds to learner behavior positively.				
12. Creates closure by reviews and/or applications of concepts.				
COMMUNICATIONS In demonstrating competency in communication, is there evidence that the teacher: 13. Establishes rapport with learners through firmness, a sense of humor and tactfulness.				
14. Presents oral and/or written directions and explanations of concepts concisely and clearly.				

ROAF (continued)

	YES	NO	NO OPPORTUNITY TO OBSERVE	COMMENTS
EVALUATION In demonstrating competency in evaluation, is there evidence that the teacher: 15. Designs evaluation techniques that are congruent with stated objectives.				
16. Utilizes diagnostic prescriptive teaching as an evaluative.				
17. Assesses and records daily strengths and weaknesses in individual pupil achievement.				
18. Utilizes the results of evaluation to re-teach, further explain or enrich.				

Adopted from: Student Teacher Assessment
Division of Education
Fairmont State College, 1976

6.2 READING OBSERVATION ASSESSMENT FORM (ROAF)

FEEDBACK SHEET

Directions: Mark YES if the competency statement is demonstrated and NO if it is not. If not observable, mark NO OPPORTUNITY TO OBSERVE. Make any comment you wish about the area or individual objective as performed by the teacher.

	YES	NO	NO OPPORTUNITY TO OBSERVE	COMMENTS
PLANNING In demonstrating competency in planning, is there evidence that the teacher: 1. Writes instructional objectives for reading that are precise and measurable.			✓	
2. Selects reading materials and activities that are appropriate with the needs of the students and the concepts or skills.	✓			
3. Designs varied and sequential reading activities with alternatives available.	✓			
INSTRUCTION AND MANAGEMENT In demonstrating competency in instruction and management, is there evidence that the teacher: 4. Organizes materials, the supplementary resources and the physical environment.	✓			
5. Utilizes motivational techniques to begin the lesson.	✓			

ROAF (continued)

	YES	NO	NO OPPORTUNITY TO OBSERVE	COMMENTS
6. Varies teaching strategies and/or pace of the lesson.	✓			
7. Reinforces pupil responses.	✓			
8. Uses whole group and flexible small group instruction.	✓			
9. Uses questions that cause pupils to gain factual knowledge, draw inferences and critically evaluate material.	✓			
10. Personalizes/individualizes instruction.	✓			
11. Responds to learner behavior positively.	✓			
12. Creates closure by reviews and/or applications of concepts.	✓			
COMMUNICATIONS In demonstrating competency in communication, is there evidence that the teacher: 13. Establishes rapport with learners through firmness, a sense of humor and tactfulness.	✓			
14. Presents oral and/or written directions and explanations of concepts concisely and clearly.	✓			

ROAF (continued)

	YES	NO	NO OPPORTUNITY TO OBSERVE	COMMENTS
EVALUATION In demonstrating competency in evaluation, is there evidence that the teacher: 15. Designs evaluation techniques that are congruent with stated objectives.			✓	
16. Utilizes diagnostic prescriptive teaching as an evaluative.			✓	
17. Assesses and records daily strengths and weaknesses in individual pupil achievement.			✓	
18. Utilizes the results of evaluation to re-teach, further explain or enrich.			✓	

6.3 FOLLOW-UP TO TEACHER OBSERVATION

Directions: Read the following information regarding follow-up procedures for teacher observation. Based upon your perceptions of the teacher's performance in the video tape and the follow-up interview, list two topics for discussion with the teacher. Be prepared to share your ideas with the group.

The basic purpose for the follow-up after observing teacher instruction is to provide feedback regarding the observer's perceptions of both teacher and student performance.

In the follow-up interview, the observer should be guided by the following principles:

1. Communication - Establish rapport with the teacher and openly discuss each aspect of the instructional observation.
2. Reinforcement - Discuss and reward teacher strengths.
3. Improvement - Discuss areas needing improvement; cooperatively plan procedures for improvement; offering available and constructive alternatives.

List two topics for discussion with the teacher.

Turn to the Self-Evaluation Record and check (✓) your performance on objectives 6.1, 6.2, and 6.3.

Program for Improving Reading Achievement

Interfacing Essential Competencies and Learner Outcomes with Developmental Reading

Attitude Feedback Form (AFF)

Directions: Please complete this form, tear it out of this inservice package, and submit it to your instructional leader.

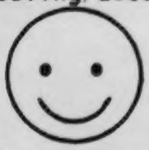
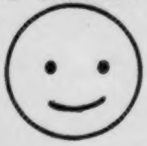
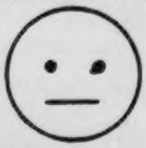
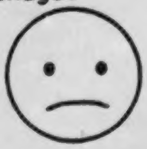
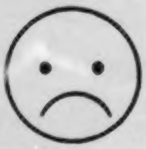
1. Name one or more strengths of this section of the inservice package.

2. List suggestions for improvement or revision of the content of this section of the inservice package.

3. What do you think about the organization and format of the materials of this section of the inservice package?

4. What do you think about the objectives and activities of this section of the inservice package? Please respond by identifying the enabling objectives by their numbers.

5. Please circle or otherwise mark the face corresponding to your overall feeling about this section of the inservice package.

6. In the space below or on the back, please write any personal reactions which you feel are important in terms of assessing the value and worthiness of this section of the inservice.

7.0 TERMINAL OBJECTIVE

At the end of this section of the inservice, the participant will:

7.0 Evaluate the reading skills inservice mini-package for teachers.

7.1 Given a copy of the Indicators of Effective Inservice: Instructional Packages, the participant will read an inservice mini-package and evaluate it on the basis of the indicators by responding to each item.

7.1 EVALUATING READING INSERVICE MINI-PACKAGES

On the following page will be found the Indicators of Effective Inservice: Instructional Packages developed by the Division of Instructional Learning Systems, Bureau of Learning Systems, West Virginia Department of Education. Read the indicators to become familiar with the content. Then select one of the mini-packages for teachers in the area of readiness, word recognition, comprehension, work and study skills, or recreational reading and personal development and then individually or in a group analyze the package by responding to each item. Share your reactions with the total group.

Turn to the Self-Evaluation Record and check (✓) your performance on objectives 7.0 and 7.1.

WEST VIRGINIA DEPARTMENT OF EDUCATION

INDICATORS
OF
EFFECTIVE
INSERVICE:
INSTRUCTIONAL
PACKAGES

Daniel B. Taylor
State Superintendent of Schools
West Virginia Department of Education

Phil E. Suiter
Assistant State Superintendent
Bureau of Learning Systems

Division of Instructional Learning Systems
Charleston, West Virginia 25305

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INDICATORS OF EFFECTIVE INSERVICE: INSTRUCTIONAL PACKAGES

Currently teachers are being asked to approach their professional responsibilities with a degree of quality never demanded before during the history of professional education. The demand for quality in teaching necessitates that the generalities and platitudes of the past be replaced by precise description. This means that mere talk of progress be replaced with specific change. Therefore, inservice programs must be designed to meet the identified needs of professional educators rather than inservice programs that are externally prescribed. Consequently, the instructional behaviors, programs, and materials developed for inservice education must be systematic, stimulating, psychologically sound, organized, and planned with instructional materials and media to meet the needs and interests of participants.

Therefore, the major consequence criteria of inservice programs focus on the follow-up use of new curriculum materials and updated instructional skills by professional educators in the classroom and the effect of these changes in their performance and pupil learning.

The purpose of Indicators of Effective Inservice: Instructional Packages is to provide a guide to the development of inservice instructional packages that will facilitate and enhance the probability of the outcomes of inservice programs on teacher effectiveness and pupil learning.

Acknowledgement is given to the following individuals for their efforts and contributions to the design and development of Indicators of Effective Inservice: Instructional Packages:

Lowell E. Johnson, Professor of Education, Fairmont State College

Merrill L. Meehan, Research Assistant Professor, University of Pittsburgh

Glen Cutlip, Curriculum Development Specialist, Reading, Division of Instructional Learning Systems, Bureau of Learning Systems, West Virginia Department of Education

James Snyder, Curriculum Development Specialist, Industrial Arts, Division of Instructional Learning Systems, Bureau of Learning Systems, West Virginia Department of Education

H. G. Priester, Professor of Education, Fairmont State College

Nicholas Hobar, Director, Professional Development Systems, Bureau of Learning Systems, West Virginia Department of Education

Joseph C. Basile II

Joseph C. Basile, II
Director
Instructional Learning Systems
Bureau of Learning Systems
West Virginia Department of Education

INDICATORS OF EFFECTIVE INSERVICE:

INSTRUCTIONAL PACKAGES

Directions: Please read the enclosed inservice instructional package. Then section by section indicate whether this package meets the effective indicators noted below by checking Yes, No, or Unclear in the space provided to the left of each indicator. Please respond to all the indicators.

Yes	No	Unclear	
			A. Organization, Layout, Format of the Inservice Package:
______	______	______	1. The overall visual appearance of the instructional package is attractive.
______	______	______	2. The typing format is clear and the type face is consistent throughout the package.
______	______	______	3. The type face is legible.
______	______	______	4. The instructional package is paginated from start to finish including appendices.
______	______	______	5. The instructional package is bound to permit easy page flipping and will lie flat without pages flipping back and forth.
______	______	______	6. The instructional package includes a cover sheet which reflects a visual theme consistent with the main intent of the package.
______	______	______	7. The instructional package is visually pleasing to the participant, provides both verbal and visual presentations, and includes proper credits to contributors to the package.
______	______	______	8. The instructional package includes an array of multi-media techniques and creative use of sequencing techniques and use of colors where appropriate.
______	______	______	9. There is a logical and uncomplicated sequence to the materials so that the participant can work his/her way through without much difficulty.

Yes	No	Unclear	
			10. The instructional package includes an introductory visual which illustrates the sequence of the package.
			11. The instructional package has a table of contents including, where applicable, a list of tables and figures.
			12. The instructional package includes a bibliography.
			13. This instructional package is attractive and contains materials you (the evaluator) would be proud of developing.

B. Rationale of the Instructional Package:

			14. Has a clear statement of purpose that establishes set and relevance for the materials - the why of the materials.
			15. Is derived from a theory or theories, operational models, or viable practitioner experiences.
			16. Establishes the "gestalt" and shows the relationship between and among the components of the package or other packages.
			17. Identifies prerequisite competencies for completion of this package.
			18. Communicates the intent of the package by gearing the language level to the age and type of group.

C. Objectives of the Instructional Package:

			19. State precisely and clearly what the participant is expected to perform.
			20. State precisely and clearly the conditions under which the participant is expected to perform.
			21. State precisely and clearly how well the participant is expected to perform (criteria or standards).

Yes	No	Unclear	
______	______	______	22. Are identifiable as cognitive, performance, affective, and/or consequence.*
______	______	______	23. Consider whether the objectives for the participants provide for future consequences in the classroom.
______	______	______	24. Are achievable and relevant to the participant.
______	______	______	25. Are consistent, sequentially ordered, and lead to logical outcomes.
			D. Preassessment of the Instructional Package:
______	______	______	26. Is diagnostic and guides the participant into the instruction or into the self-evaluation element.
______	______	______	27. Is the first decision point for the participant and serves as an advanced organizer for the materials that follow.
______	______	______	28. Creates positive motivation and encourages active participation for the materials that follow.
______	______	______	29. Contains item(s) related to each objective, is based on criterion levels, and is tied to content, attitudes, and performance.

*Cognitive objectives are objectives that address the knowledge and intellectual skills/abilities expected of participants.

Performance objectives are objectives that must be demonstrated by participants rather than merely possessing knowledge about them. Performance objectives are:
- a. interactive: objectives performed with learners (e.g., questioning skills)
- b. non-interactive: objectives performed not in the presence of learners (e.g., organization of materials for learning)

Consequence objectives are objectives that address the ability of participants to bring about changes in learners. These objectives focus on the results brought about by what a participant "knows" (cognitive) and "does" (performance) when performing a professional role.

Affective objectives are objectives that focus on the attitudes, interests, and values of the participant.

Yes	No	Unclear	
			E. Instruction of the Instructional Package:
			30. Is personalized whenever possible so that the inservice instructional mode matches the learning style of the participant - thus, it is self-paced and adaptive to participant's needs.
			31. Has criterion-referenced instruction.
			32. Includes a variety of verbal and non-verbal techniques.
			33. Is designed so that the inservice leader models the intent of the objectives to facilitate participant outcomes. ("Leader practices what is preached!")
			34. Provides for psychological set, meaningful interactions, and closure.
			35. Operationally defines the vocabulary essential for utilization of the materials.
			36. Includes learning activities that are meaningful to the participants.
			37. Is humanistic through the utilization of alternative activities or instructional modes for participants.
			38. Considers a time frame for accomplishment.
			39. Provides positive reinforcement and acceptance of participant ideas.
			F. Self-Evaluation of the Instructional Package:
			40. Is participant-oriented and participant-completed.
			41. Tells the participant if he/she needs further instruction and on which objectives.
			42. Is an individual progress report which culminates in a decision of mastery or non-mastery.
			43. Measures the instructional package objectives and tells the participant what needs to be accomplished before going on to evaluation.

Yes	No	Unclear	
			G. Evaluation of the Instructional Package:
			44. Is a collaborative venture between the leader and participant and results in objective data. These data are used to assess the reliability, validity, and achievement of the instructional package objectives.
			45. Provides evidence to indicate the participant performance in terms of the criterion level of the objectives.
			46. Reflects attitudes of the participant toward the leader's instructional effectiveness, the inservice instructional package, and the inservice instructional climate.
			47. Is humanistic since the results are used to foster continuous progress toward enriching the participant's professional development and not to rank or compare participants against each other.

Overall reactions to the inservice package ______________________________

WEST VIRGINIA DEPARTMENT OF EDUCATION
BUREAU OF LEARNING SYSTEMS
DIVISION OF INSTRUCTIONAL LEARNING SYSTEMS

SELF-EVALUATION RECORD

Name: ______________________ Package Title: ______________________

Directions: List under the headings below the tasks which you have completed in this workshop. This Self-Evaluation Record will act as a reference point to measure your progress during and at the end of the workshop. The numbers in the parenthesis refer to the workshop's terminal objectives and enabling objectives.

	Achieved	Date	Partially Achieved	Not Achieved
(1.0) Analyze and synthesize the tasks confronting the beginning reader in relation to the reading process. (1.1) Given sentence(s) written in a different symbol system, the participant will change each of them to traditional orthography.				
(1.2) Given sentences containing nonsense words, the participant will infer the meaning of the selection by responding to each question.				
(1.3) After studying several definitions of reading, the participants will summarize a minimum of four major tasks involved in the reading process.				
(2.0) Demonstrate a knowledge of the skills involved in developmental reading. (2.1) After studying definition(s) of reading readiness and reading readiness skills plus illustrative examples of each major readiness category contained in the *Essential Competencies/Learner Outcomes: K-8*, the participant will match each readiness skill with the illustrative examples with 80% mastery.				

Self-Evaluation Record - 2

	Achieved	Date	Partially Achieved	Not Achieved
(2.2) After studying definitions of word recognition skills and illustrative examples of each major skill category contained in the Essential Competencies/Learner Outcomes: K-8, the participant will match each skill with the example with 80% mastery.				
(2.3) After studying the definitions of comprehension skills and examples of each major category of comprehension contained in the Essential Competencies/Learner Outcomes: K-8, the participant will match each skill with the example with 80% mastery.				
(2.4) After reading a selection, the participant will answer each comprehension question in written form and identify each question as to whether it is literal, inferential, or critical comprehension with 80% mastery.				
(2.5) After studying the categories and definitions of work/study skills, the participant will complete each section of a chart in which he identifies the category, source and skill from the Essential Competencies/Learner Outcomes: K-8 with 75% mastery.				
(2.6) After studying definitions of recreational reading/personal development skills and examples of school/classroom practices, the participant will identify each skill represented by the practice with 75% mastery.				
(3.0) Analyze a basal reading program. (3.1) After examining materials from a basal reading program at the county level and given an Analysis Sheet for a Basal Reading Program, the participant will complete each statement on the form and identify a minimum of one strength and one weakness of the basal program.				

Self-Evaluation Record - 3

	Achieved	Date	Partially Achieved	Not Achieved
(3.2) After examining a scope and sequence for a basal program plus a list of EC/LO: K-8, the participant will differentiate each of the EC/LO's for one or more reading skill areas which are taught in the basal program and the level of skill introduction.				
(4.0) Analyze test data at the building level to determine strengths and weaknesses in the reading skills of learners and to determine curricular implications as it relates to EC/LO.				
(4.1) After studying information regarding student plans and interests from the Interpretation and Use Handbook and the results of a Subject Interest Rating from state/county test data, the participant will analyze the data by completing each statement on a response sheet.				
(4.2) After studying information regarding scholastic ability and achievement from the Interpretation and Use Handbook and Frequency Distribution Scholastic Ability data from state/county test results, the participant will complete each statement on an analysis sheet.				
(4.3) After studying information regarding the National Percentile Frequency Distribution achievement data, the participant will complete each question on an analysis sheet.				
(4.4) After studying information regarding The Right Response Summary and Item Analysis, the participant will analyze the data by identifying the number of items deviating from the national norm and identifying six problem areas.				

Self-Evaluation Record - 4

	Achieved	Date	Partially Achieved	Not Achieved
(5.0) Analyze the organization of a school management plan for reading instruction as related to the EC/LO. (5.1) After studying information on learning environments and instructional techniques, the participants will view a video-taped interview or read a script of the same with a school principal and analyze the organization of school management plan by completing each item of the Interview Analysis Sheet.				
(5.2) After completing the Interview Analysis Sheet, the participants will analyze their own school management plan by responding to each item of the School Management Analysis Sheet.				
(6.0) Analyze and evaluate the assessment of reading instruction in a simulated situation. (6.1) After studying information on the purposes and characteristics of selected assessment instruments, the participant will identify the use of the assessment instruments in his/her school by discussing each question on a School Self-Analysis Sheet.				
(6.2) Given a video tape recording of a teacher conducting a reading lesson, the participant will critique the reading lesson by responding to each item on a Checklist for the Observation of Reading Instruction.				
(6.3) After observing the reading instruction, the participant will identify follow-up procedures to use with the teacher by listing two areas for discussion.				
(7.0) Evaluate the reading skills inservice packets for teachers. (7.1) Given a copy of the Indicators of Effective Inservice: Instructional Packages, the participant will read an inservice packet and evaluate it on the basis of the indicators by responding to each item.				

M = MASTERY
R = RECYCLE
R/M Q = DID & WISH TO GO BEYOND
V = DID NOT PARTICIPATE

WEST VIRGINIA DEPARTMENT OF EDUCATION
BUREAU OF LEARNING SYSTEMS
DIVISION OF INSTRUCTIONAL LEARNING SYSTEMS

INTERFACING ESSENTIAL COMPETENCIES AND LEARNER OUTCOMES WITH DEVELOPMENTAL READING:
PROGRAM FOR IMPROVING READING ACHIEVEMENT

EVALUATION - OBJECTIVE MASTERY CHART

Workshop Participants	TO - 1.0			TO - 2.0						TO - 3.0		TO - 4.0				TO - 5.0		TO - 6.0			TO-7.0
	1.1	1.2	1.3	2.1	2.2	2.3	2.4	2.5	2.6	3.1	3.2	4.1	4.2	4.3	4.4	5.1	5.2	6.1	6.2	6.3	7.1

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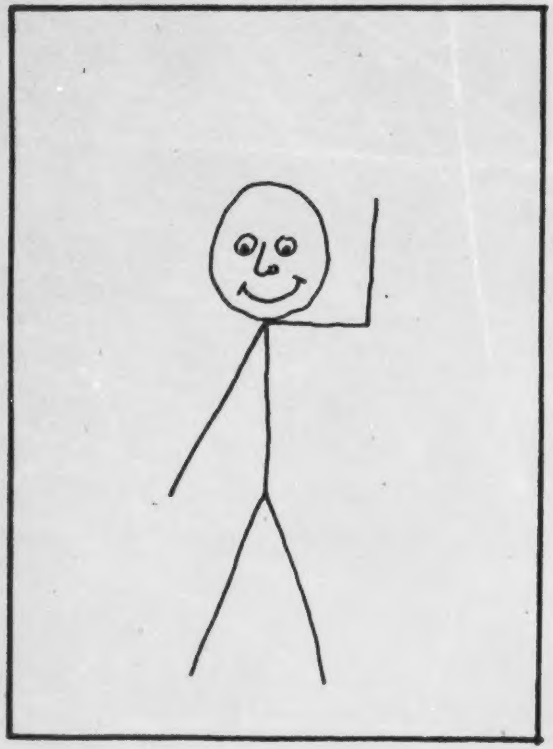
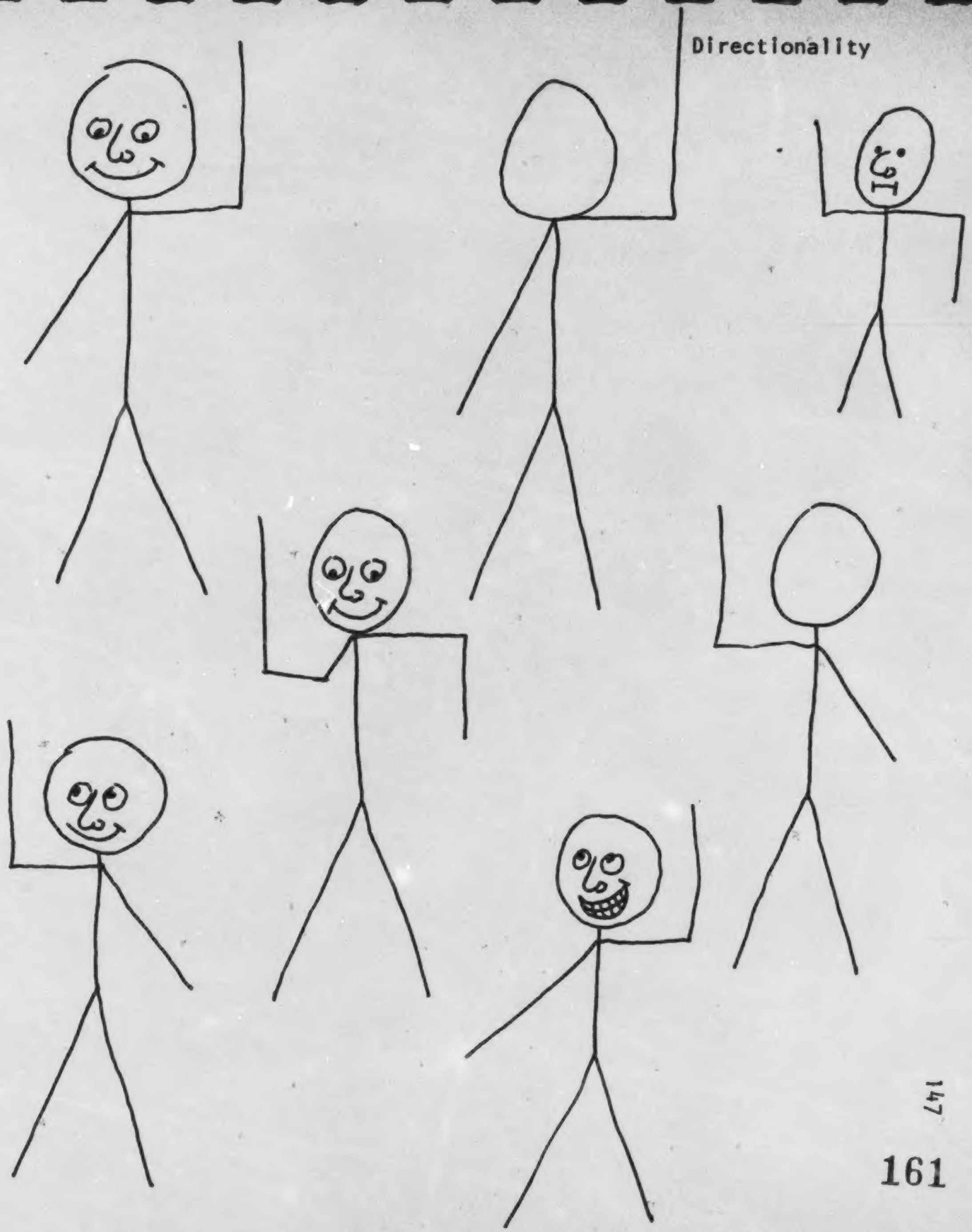
APPENDIX A

READING SKILLS - TRANSPARENCIES





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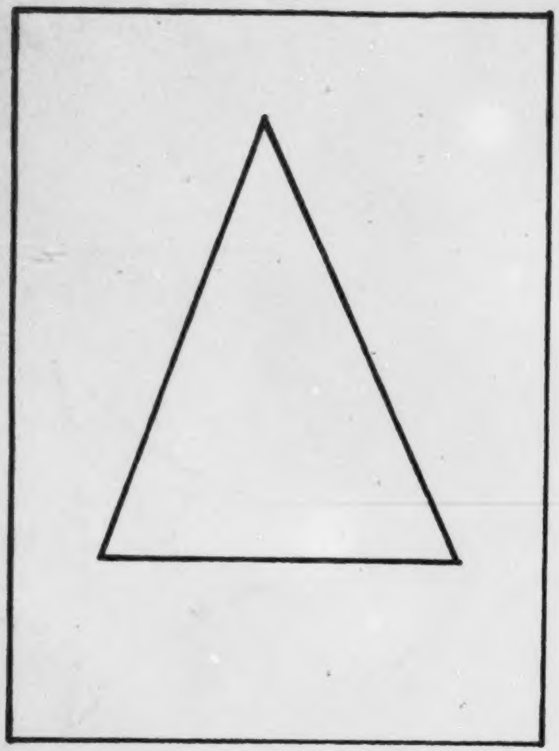

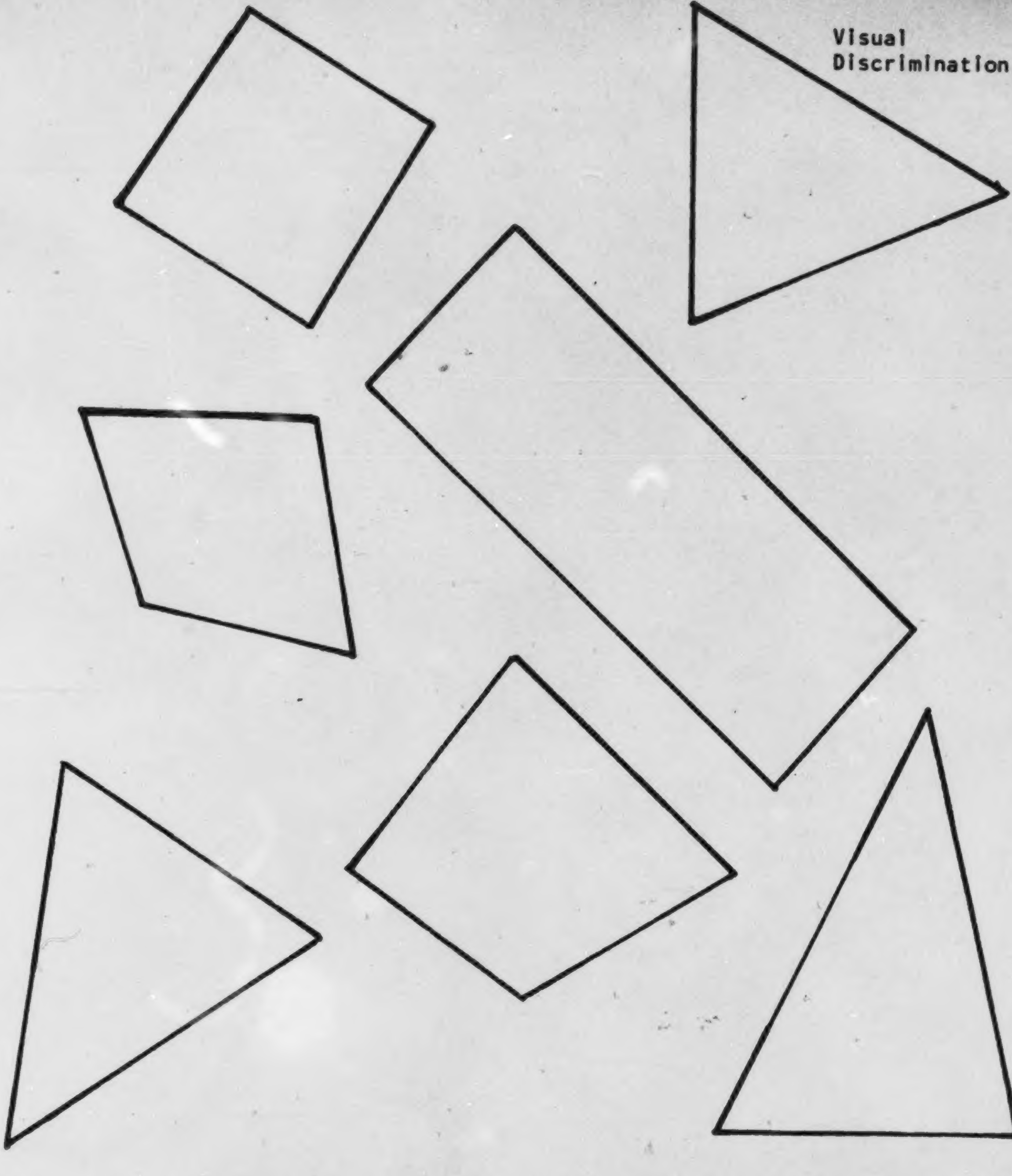

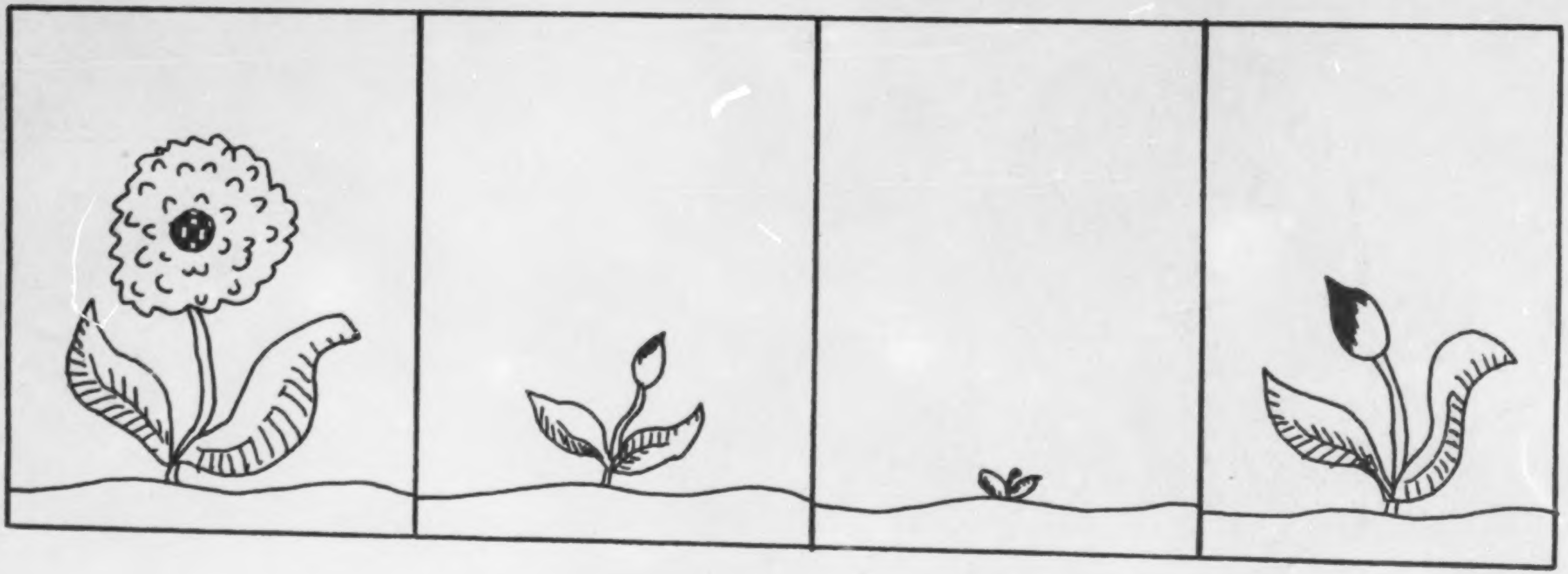

Classifying
or
Categorizing

FARM ANIMALS WILD ANIMALS

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raccoon
cow
horse

sheep
deer
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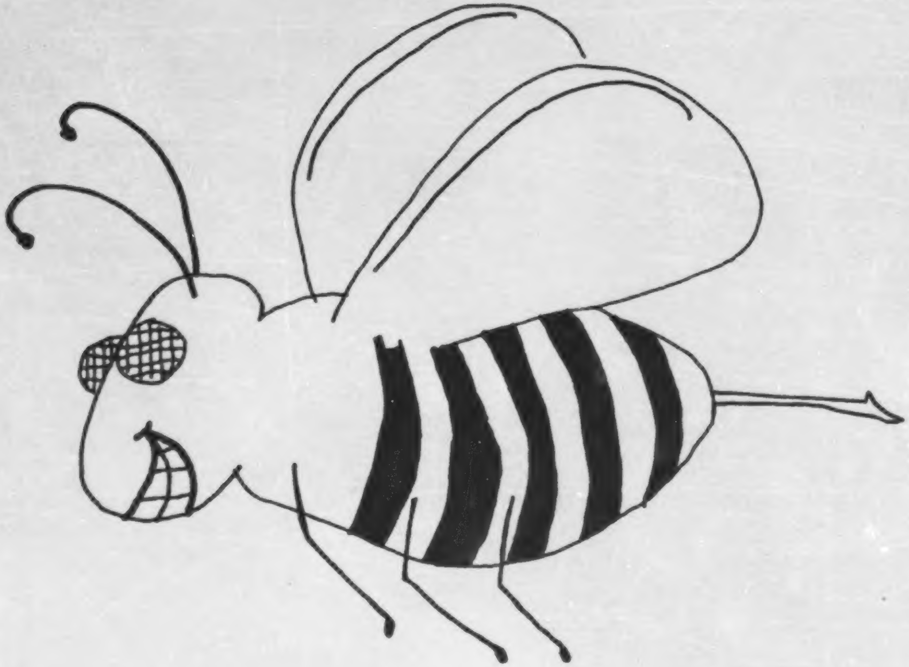

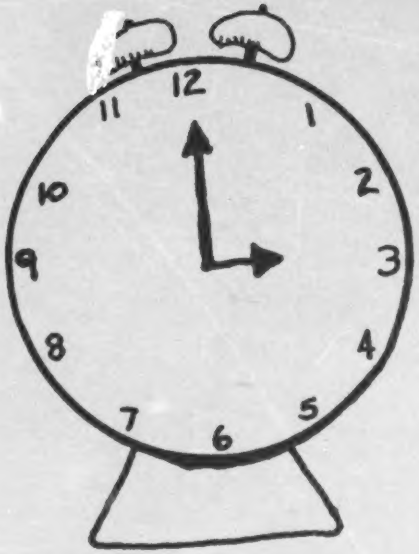
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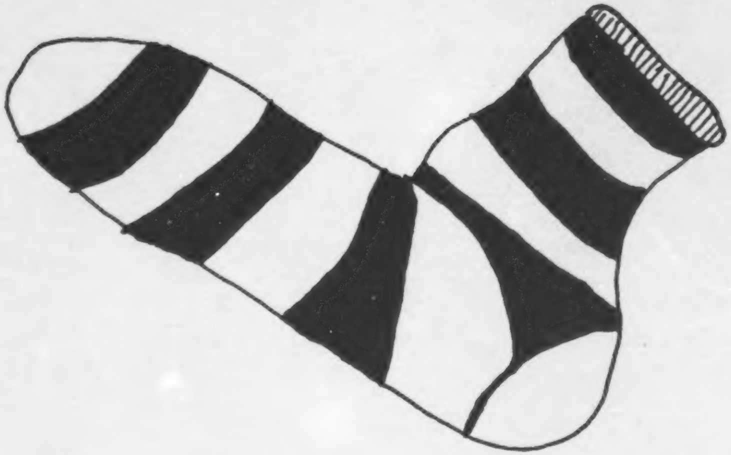

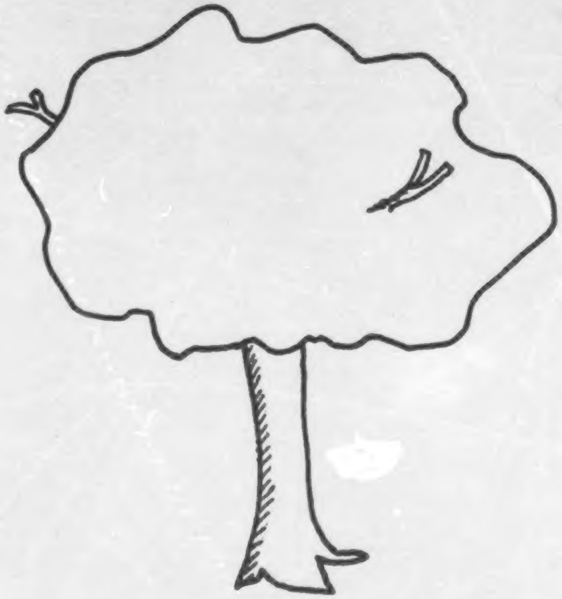

Non-Letter Form
or
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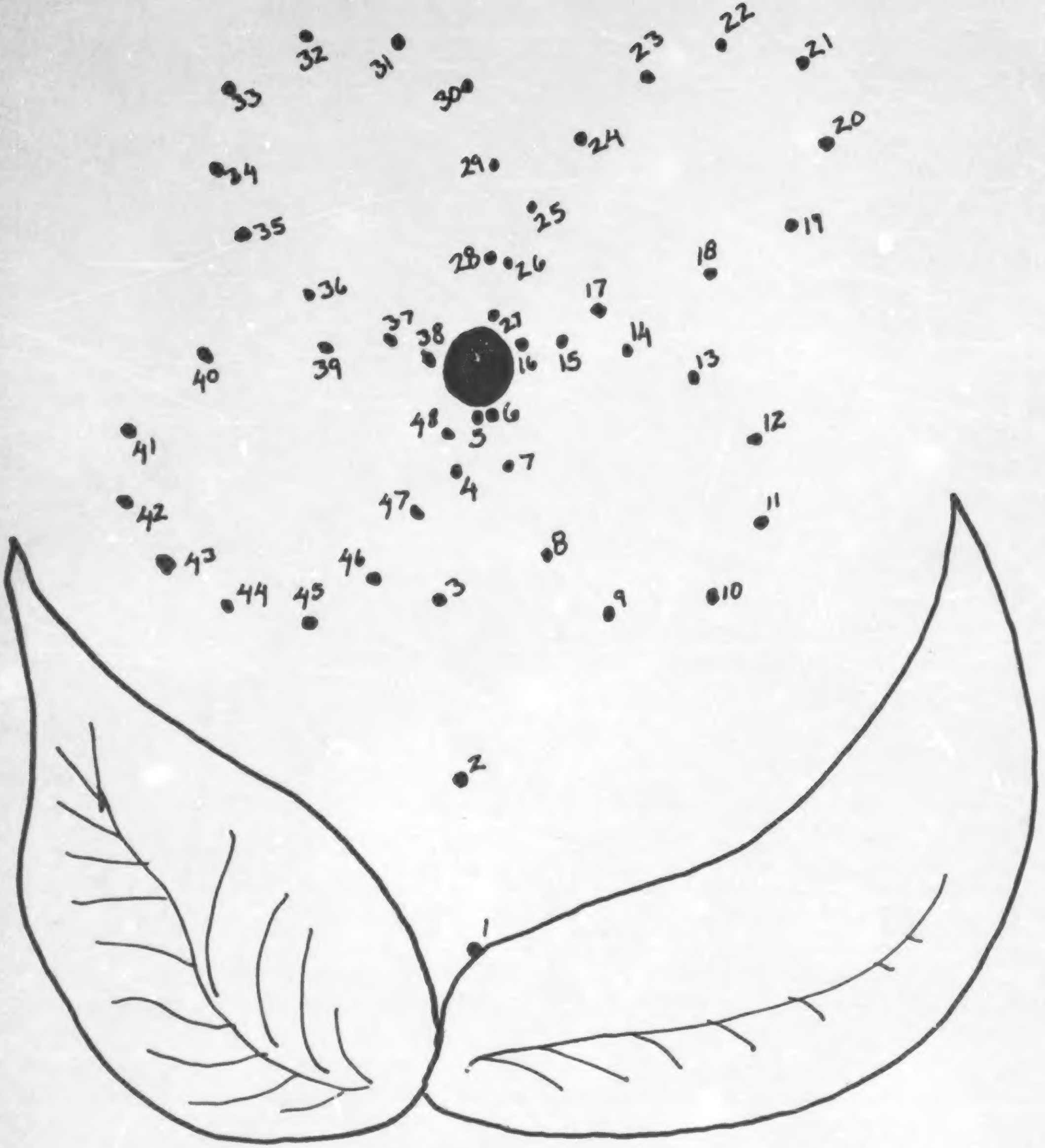
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APPENDIX B

WORD RECOGNITION SKILLS - TRANSPARENCIES

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A	ɑ g a c
B	p d b g

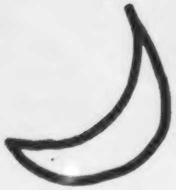
Paint the fence red.

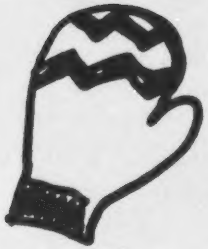
I bought red paint.

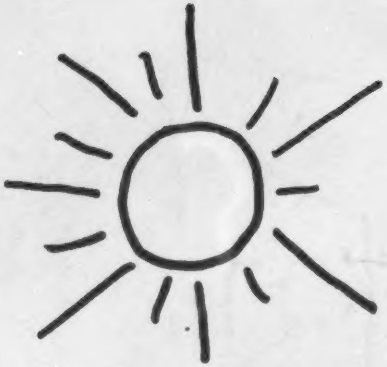
A cowboy rode Old Paint.

M

Initial Consonants

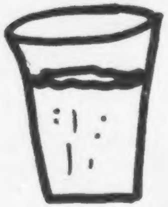


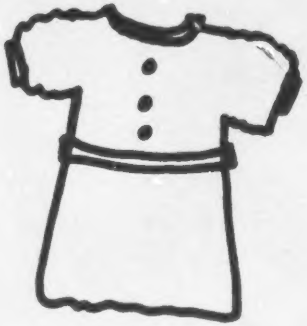


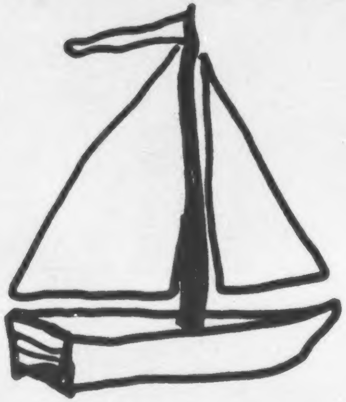


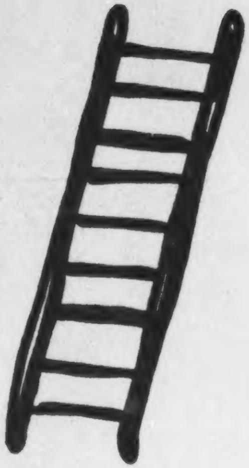
Final Consonants

S









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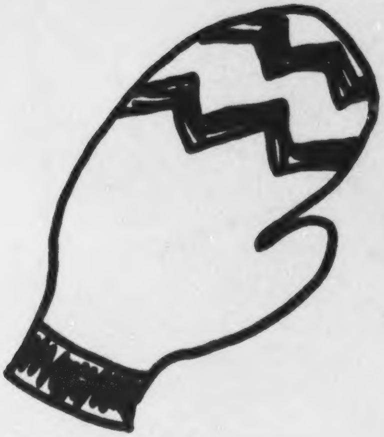

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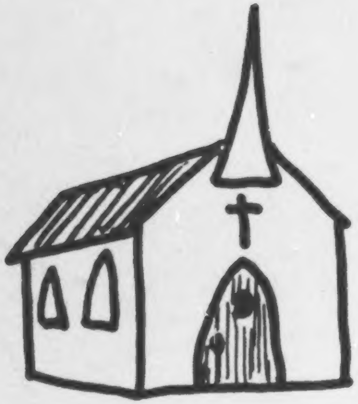

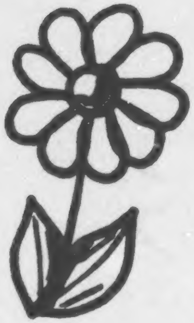

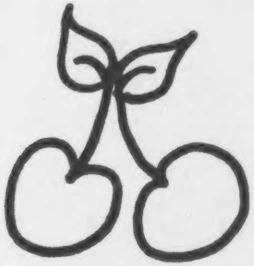

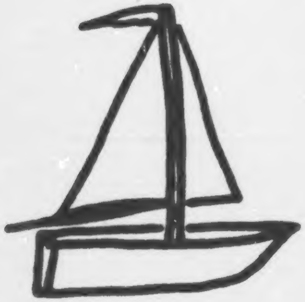

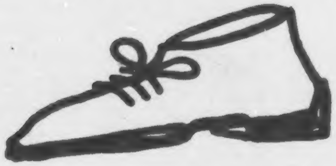

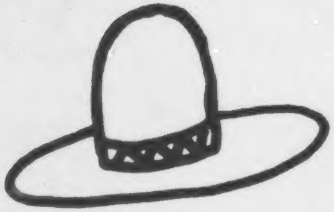

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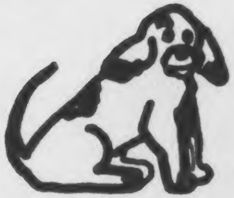

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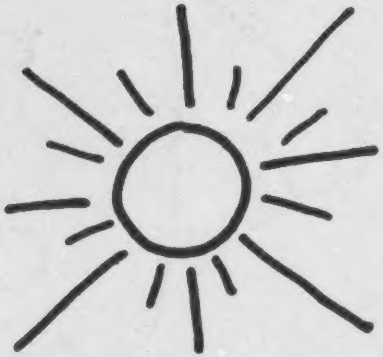

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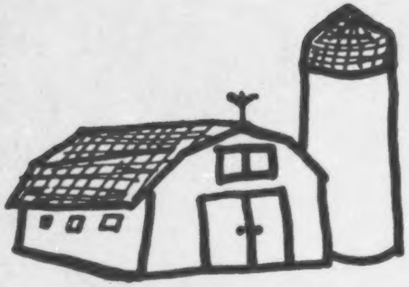
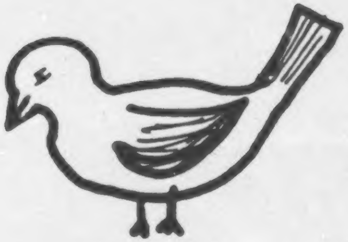
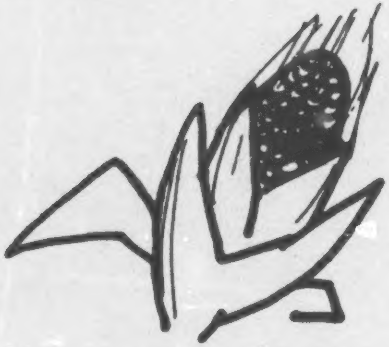


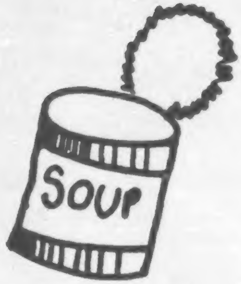
Barn



Bird



Corn



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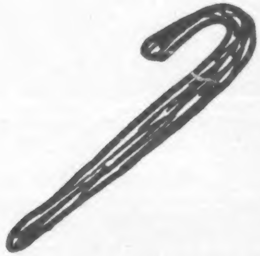

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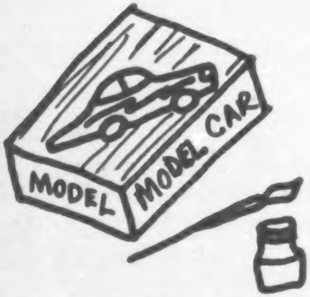
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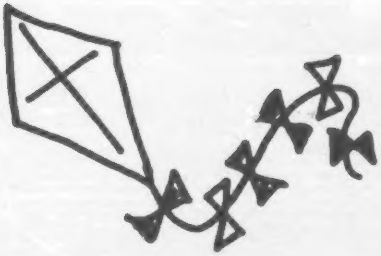


___ ___ ___ ___

c v c e

boy	boys
fox	foxes
ox	oxen
goose	geese
moose	moose
knife	knives
fife	fifes
scissors	scissors
baby	babies
monkey	monkeys
mouse	mice

Verb Forms

Present	Past	Past Participle	Present Participle
walk	walked	walked	walking
freeze	froze	frozen	freezing
go	went	gone	going
be am is are	was were	been	being

	comparative form	superlative form
tall	taller	tallest
beautiful	more beautiful	most beautiful
good	better	best
perfect	perfect	perfect

phono graph = sound writing

tele gram = far writing

dis aster = not star

ante bellum = before war

APPENDIX C

COMPREHENSION SKILLS - TRANSPARENCIES

TAXONOMY OF READING COMPREHENSION
(BARRETT, 1972)

1.0 LITERAL RECOGNITION OR RECALL

- 1.1 Recognition or Recall of Details
- 1.2 Recognition or Recall of Main Ideas
- 1.3 Recognition or Recall of Sequence
- 1.4 Recognition or Recall of Comparisons
- 1.5 Recognition or Recall of Cause and Effect
- 1.6 Recognition or Recall of Character Traits

2.0 INFERENCE

2.1 Inferring Supporting Details
2.2 Inferring the Main Idea
2.3 Inferring Sequence
2.4 Inferring Comparisons
2.5 Inferring Cause and Effect Relationships
2.6 Inferring Character Traits
2.7 Predicting Outcomes
2.8 Inferring about Figurative Language

3.0 EVALUATION

3.1 Judgments of Reality or Fantasy

3.2 Judgments of Fact or Opinion

3.3 Judgments of Adequacy or Validity

3.4 Judgments of Appropriateness

3.5 Judgments of Worth, Desirability, or Acceptability

4.0 APPRECIATION

4.1 Emotional Response to Plot or Theme

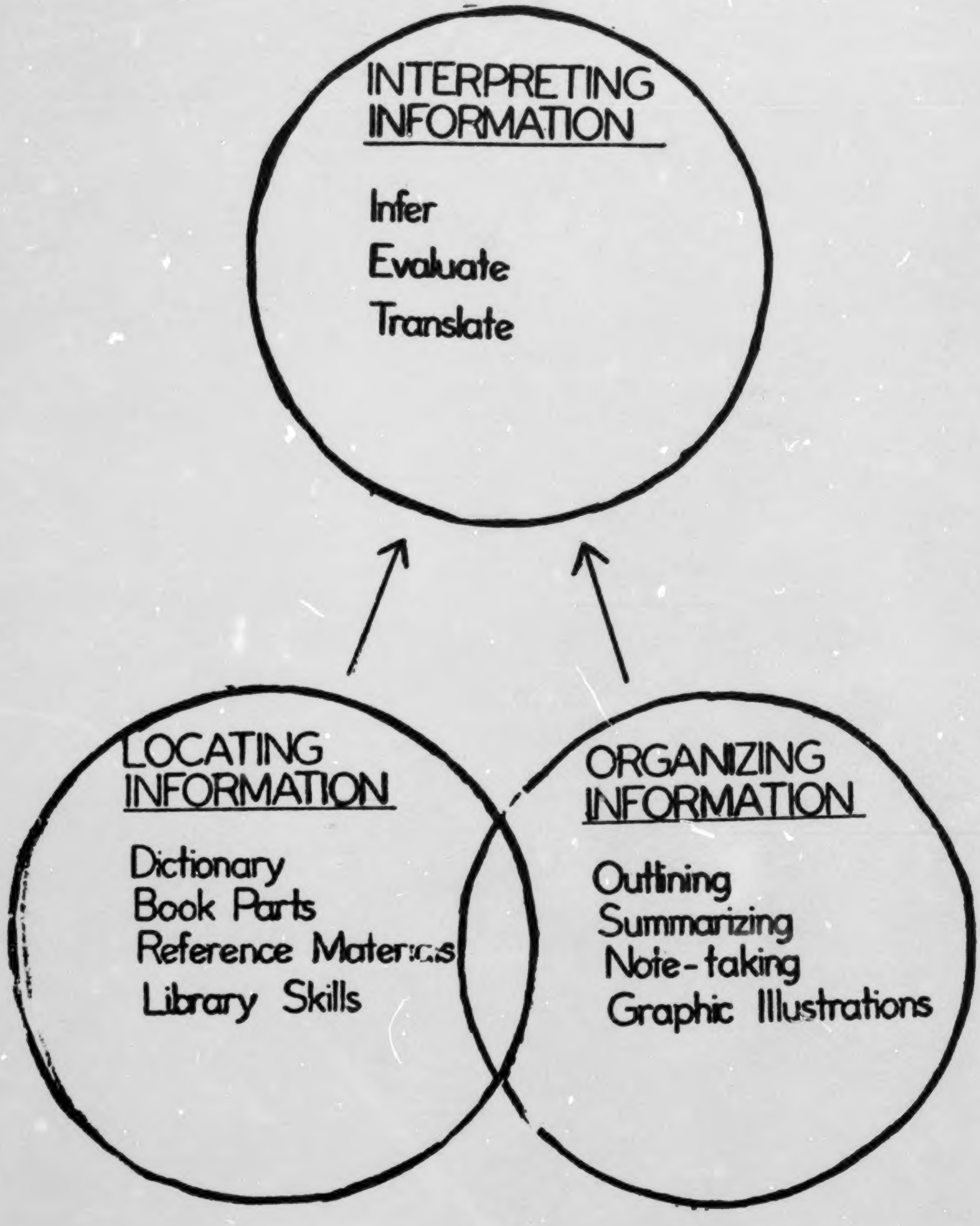
4.2 Identification with Characters and Incidents

4.3 Reactions to the Authors use of Language

4.4 Imagery

APPENDIX D

WORK AND STUDY SKILLS - TRANSPARENCIES


INTERPRETING INFORMATION
Infer
Evaluate
Translate
LOCATING INFORMATION
Dictionary
Book Parts
Reference Materials
Library Skills
ORGANIZING INFORMATION
Outlining
Summarizing
Note-taking
Graphic Illustrations

WORK-STUDY SKILLS

APPENDIX E

PRINCIPAL'S CROSS-REFERENCING OF EC/LO: K-8 WITH BASAL PROGRAM - HORROCKS

Name ______________________

BASIC READINESS

Upon Completion of Pages	Test for	Pages Associated With This Skill	Prescribe	Mastered
22	Making discriminations based upon auditory experiences	3		
26	Sequence of events	1,5,26		
29	Left-to-right progression	2,3,6,9,13,18,19,22,28		
29	Item classification	16		
32	Picture completion	2,25		
33	Eye-hand coordination	2,8,9,12,15,19,25,29		
40	Story interpretation	7,17,21,35		
40	Listening	7,17,21,35		
44	Visual discriminations	2,5,8,12,24,25,27,30,32,43		
44	Concepts of number, opposites or contrasts	38,39,42,43		
45	Experiences in literature	1,5,26		
46	Seeing relationships	4,9,10,19,20,42		
47	Picture interpretations	1,5,26,32,45		
48	Oral language	1-48		
48	Picture illustration	1		
48	Following directions	1-48		
48	Auditory discriminations	6,11,13,14,18,23,28,31,36,37		
48	Visual imagery with audio imagery	6,11,13,14,18,23,28,31,36,37, 43,44		
12	Left-to-right coordination	2,3		
31	Auditory discrimination	17,19,21,22,23,25,29		
37	Associating pictures with words	14,15		
37	Developing number concepts	1,2,3,4,8,10,13,14,34		
37	Extending word concepts	1,2,3,4,8,10,11,12,14,15,21,24		
41	Exercising judgement	7,14,15,11,34,35,36,37,39		
41	Understanding relationships	7,14,15,37		
43	Drawing conclusions	2,6,8,10,12,16,18,20,27,34,39		
45	Visual discrimination	10,11,13,24,26,28,30,32,33,38		
45	Working independently	4,11,13,24,26,30,32,38,42		
46	Color discrimination	1,2,4,6,8,9,10,16,17,19,20,34,39		
46	Listening purposefully	2,3,6,8,10,16,18,20,27,34,39,43		
46	Sharing in a discussion	1,5,8,10,12,16,18,20,27,34,35, 36,43,46		
47	Classification	1,6,9,35,36		
47	Picture identification	1,2,3,4,5,6,7,8,9,10,14,16,17, 18,20,21,22,23,25,27,34,35,36, 37,39,40,41,46		
48	Picture interpretation	1,3,5,6,12,15,16,18,20,27,39, 43,44,46		
48	Recalling story content	2,3,6,8,10,12,16,17,18,20,27, 34,35,43,46		
48	Role playing	1,5,9,12,43		
48	Story sequence	12,43,44		

Name ______________________

PREPRIMER WORKBOOK

Upon Completion of Pages	Test for	Pages Associated With This Skill	Prescribe	Mastered
34	Item classification	1,2,11,19,20,22,23,27,32		
53	Visual imagery with kinesthetic imagery	48		
59	Extending and clarifying word concepts	6,7,16,18,21,26,36,48,53,58		
70	Following a sequence at events and for predicting outcomes	25,42,52,54,65		
71	Excercising judgement	1,2,6,11,16,18,19,20,22,23,25,26,27,30		
72	Auditory-visual perception of initial consonants	4,8,10,12,14,17,24,28,29,31,37,39,43,46,50,51,60,64,68		
75	Associating ideas and seeing relationships	1,2,6,11,19,20,22,23,25,32,34,35,36,38,42,52,55,56,58,59,62,63,71		
75	Picture interpretation	1,2,6,11,16,18,19,20,21,22,23,25,26,27,30,32,33,34,35,36,38,41,42,45,48,49,52,53,54,55,58,59,63,65,67,73		
76	Interpretation and illustration of context	3,5,9,13,19,25,34,41,43,45,47,52,56,61,62,70,71,74,75		
76	Reading and following precise directions	41,45, 7,48,61,62,67,71,74,75		
77	Sentence recognition	3,5,7,13,15,16,18,20,21,26,30,32,33,34,35,36,38,41,42,45,47,48,49,52,53,54,55,56,61,62,63,65,67,70,71,74,75,76		
77	Associating meaning with pictures and word forms	7,16,18,26,27,30,32,33,34,35,36,38,41,42,44,45,47,48,49,52,53,54,55,58,59,61,62,63,65,67,71,73,74,75,76		
77	Matching word forms	30,33,35,41,42,45,46,47,48,49,50,52,54,55,57,58,60,61,62,64,65,67,68,71,72,73,74,75,76		
77	Using a picture dictionary	55,62,74,76		
77	Eye-hand-coordination	1,2,11,20,21,22,23,32,36,43,45,46,48,49,50,53,54,59,60,61,64,65,66,67,68,72,76		
77	Sentence interpretation	3,5,7,9,13,16,18,20,21,26,30,32,33,34,35,36,38,41,42,45,47,48,49,52,53,54,55,56,61,62,63,65,67,70,71,74,75,76		
77	Recalling and/or illustrating portions of story	74,76		
80	Recognition of vocabulary	21,40,69		
80	Hearing rhyming words	44,51,66,78,79		

Name ______________________ PRIMER

Upon Completion of Pages	Test for	Pages Associated With This Skill	Prescribe	Mastered
2	Using table of contents	Only 2		
45	Enriching vocabulary	11,12,15,18,23		
49	Using initial digraph clues	10		
60	Using capital letters to begin sentences	48		
62	Reading and following directions	6,8,11,23,24,26,31,32,38		
65	Reading for detail	6,8,17,24,31,32,62		
68	Understanding compound words	Only 68		
79	Matching capital letters with lower case letters	4,19,31,43,55		
85	Using initial consonant clues to unlock new words	10,25,37,49,61		
86	Understanding and recognizing plurals	3,6,13,36,54,71		
89	Picture interpretation	5,11,12,14,15,18,21,26,30,39,44,45,63,77		
89	Following story sequence	9,14,29,44,57,63,77,80,83,86		
95	Using picture clues to unlock	10,25,37,49,61,75,84,85		
96	Writing numerals and/or whole words	44,63,69,77,87,89,94,96		
97	Visual discrimination	9,20,29,30,57,80		
98	Initial digraphs or blends	4,7,16,43,46,52,92,95		
101	Using label words	31,43,55,56,67,79		
103	Drawing conclusions and/or exercising judgement	5,11,12,15,17,18,21,26,27,30,33,39,44,65,66,71,74,97,99		
103	Classifying words and/or ideas	41,73,99		
103	Matching word forms to unlock new words	3,24,26,31,38,41,43,53,55,56,65,67,68,73,79,101		
103	Using the picture dictionary	3,6,8,24,26,38,41,53,65,68,73		
105	Recalling story details	9,14,17,20,29,35,57,71,80,83,86		
105	Illustrating context	11,13,14,20,27,33,39,44,53,56,66,71,100		
106	Verbs ending in *s* or *ing*	87,96		
108	Initial consonants	1,4,7,16,19,22,28,31,34,40,43,46,52,55,58,64,79,82,88,93,94,102		
109	Using consonant substitution	42,47,59,69,72,78,81,94,107		
109	Using phonetic parts	75,84		
109	Listening to rhyming words	42,47,59,69,72,78,81,93,94,102,108		
109	Sight vocabulary	2,12,14,17,19,21,27,29,34,37,39,43,49,51,53,55,56,63,65,67,70,72,74,75,77,87,89,92,95,97,99,101,103,107,109		
110	Final consonants and/or final y	67,70,76,104,101		

Name ____________________

PREPRIMER - PRIMER
PHONICS WORKBOOK

Upon Completion of Pages	Test for	Pages Associated With This Skill	Prescribe	Mastered
56	Sight vocabulary in new contact combining an initial consonant and a picture clue to unlock a new word	4,8,12,16,20,24,28,32,36,40,44,48,52		
69	Listening to words beginning alike	1,5,9,13,17,21,25,29,33,37,41,45,49,53,57,61,65		
71	Association with the letter or letter combination which represents the sound; writing initial consonants and consonant digraphs	2,3,6,7,10,11,14,15,18,19,22,23,26,27,30,31,34,35,38,39,42,43,46,47,50,51,54,55,58,59,62,63,66,67,70		
72	Using sight vocabulary in new context; completing a sentence by thinking of a word that begins with an indicated consonant and makes the sentence true; illustrate that word with a picture	60,64,68		
74	Meanings of plurals; forming plurals of familiar words	Only 74		
75	Correct verb form in sentences	Only 75		
76	Unlock an unknown word through initial consonant or consonant digraph substitution; have the new word rhyme with the known word	Only 73		
80	Associate a particular sound with the letter or letter combination which represents that sound; able to write the consonants representing the sounds	77,78,79		

Objective or Skill Area	Student Name				
Word Identification Skills					
I Phonics Skills					
Short Vowels	a	e	o	i	u
Initial Consonants	w	b	s	r	d
	m	l	r	h	n
	v	j	y	x	g
	t	p	c		
Two Sounds of c & g	c k s		g g j		
Ending Consonants	p	x	f	n	b
	t	k	m	d	g
	l	s	z		
Initial Consonant Blends and Digraphs	fr	dr	pr	fl	gl
	sl	sm	sn	sk	sw
	sp	sc	str	scr	spr
	sh	th	ph	wh	th
	ch	thr	qu	squ	gr
	tr	st	bl	br	pl
	cl	cr	tw	sch	spl
	shr				
Ending Consonant Blends and Digraphs	st	sk	mp	nt	nd
	nk	sh	ch	th	gh/t
	ng	ck			
Long Vowels	a	o	i	e	u
Vowel Digraphs and Diphthongs	ay	ee	ōō	oa	ai
	ie	ea	ŏŏ	ōw	au
	ow	ea	ue	ey	aw
	oi	ow	oy	ou	ar
	or	ar	ir	ur	

Name ________________________

FIRST READER

Upon Completion of Pages	Test for	Pages Associated With This Skill	Prescribe	Mastered
1	Using table of contents	Only 1		
33	Selecting titles	Only 33		
40	Initial consonants	2		
55	Final consonants	3,10,16		
65	Understanding compound words	Only 65		
71	Phonetic parts	11,25,41,42,66		
72	Classifying words and/or ideas	8		
100	Visual discrimination of words	12,17,43,80,93		
104	Syllabication	99		
107	Verbs ending in *s*, *ing*, or *ed*	7,37,67		
108	Final digraphs	68		
113	Understanding and recognizing plurals	106		
116	Recalling story sequence	15,29,38,53,62,63,89,102		
119	Using picture dictionary	5,9,13,18,20,31,40,42,44,55,71, 74,83,92,94,98,104,110		
118	Vowels	5,8,18,31,36,44,57,74,83,92,95, 98,105,110		
120	Illustrating printed text	19,22,38,45,53,79,116		
120	Reading and following specific directions	19,22,23,26,45,56,59,79,87		
121	Enriching and extending vocabulary	5,9,10,11,13,16,17,18,20,21,22, 23,25,26,31,32,35,36,40,42,43, 44,47,48,49,55,57,58,59,61,66, 68,69,71,72,74,76,82,83,84,86, 92,94,95,97,98,104,108,110,114, 115,119		
121	Rhyming words	17,20,22,32,35,47,58,69,76,82, 115		
121	Using content clues to unlock new words	5,9,10,11,13,16,17,18,20,31,36, 40,44,47,55,58,69,74,76,83,92, 95,98,104,110,115,119		
121	Using phonetic clues to unlock new words	5,9,10,11,13,16,17,18,20,22,23, 25,26,31,32,35,36,40,42,44,47, 49,55,57,58,59,61,68,69,71,74, 76,82,83,86,92,95,98,104,108, 110,115		
122	Distinguishing fact from fantasy	20,28,48,78,81,96,112		
122	Making inferences, drawing conclusions and/or exercising judgement	6,27,28,33,46,48,78,93,94,100, 109,112,114		
123	Initial clusters and digraphs	4,9,13,16,23,26,49,59,61,68,70, 73,75,86,97,104		
123	Picture interpretation	15,23,26,29,32,35,42,49,56,59, 61,62,63,68,82,86,89,97,99,105, 108		
125	Basic vocabulary in new context	6,7,12,14,15,19,24,27,28,29,34, 38,45,46,47,52,53,60,62,63,64, 67,78,79,80,81,84,85,87,89,90, 93,96,100,101,102,107,111,112, 116,117,122,125		
128	Recalling story details	14,19,24,27,34,50,52,60,80,81, 85,90,100,101,111,126		

Name ____________________

FIRST READER - PHONICS WB

Upon Completion of Pages	Test for	Pages Associated With This Skill	Prescribe	Mastered
29	Plurals	29 only		
30	Initial consonants	1,2		
38	Inflected forms	8,16		
50	Possessives	50 only		
54	Phonetic parts	10,18,20,28,31,39		
57	Initial consonant clusters	4,14,19,27,37,42,45,46,55,56		
64	Compounds	21,48		
71	Derived forms	17		
75	Context clues	7,8,10,13,15 18,21,25,25,32,35, 38,41,47,50,53,54,59,63,64,69, 71,73		
76	Final consonant clusters	49,74		
76	Final consonant digraphs	47,49		
76	Initial consonant digraphs	22,40,43,74		
76	Final consonants	3,9,15,32,41,47,49,74		
78	Syllables	65		
79	Short vowels	5-7,20,23-25,36,44,51-53,60-63, 66,70,72,73,77		
80	Long vowels	11-13,20,33-36,57-60,68-70,75,77		

Name ______________________

SECOND READER

Upon Completion of Pages	Test for	Pages Associated With This Skill	Prescribe	Mastered
1	Table of contents	Only 1		
8	Final word sounds	Only 8		
56	Locating places on a map	Only 56		
57	Understanding and forming hyphenated words	54		
85	*er* Signifying agent	37		
88	Long vowel	18,27,33,44,70,77		
88	Silent vowel	18,27,33,44,68,70,77		
90	Short vowel	14,23,38,60,82		
103	Adding prefix	Only 103		
105	Using picture clues	3,5,8,11,13,14,18,20,23,27,33,44,47,49,51,52,60,70,72,78,81,86,88,90,96,101		
109	Matching word forms	2,7,14,18,23,24,41,44,47,52,53,60,65,69,70,74,77,80,84,88,90,98,100,107,108		
109	Using picture dictionary	2,7,14,18,23,24,42,44,47,52,53,60,65,69,74,77,80,84,88,90,98,100,107,108		
109	Reading and following directions	15,26,47,51,56,72,78,89,92		
109	Using imagination	71,97,102		
111	Using sequence	32,71,108,109		
112	Colloquial expressions	31,48,63,93		
113	Understanding and forming compound words	16,21,22,24,28,30,34,41,83,87		
113	Understanding and forming contractions	4,30,41,55,74,89,99		
114	Using consonant substitution	4,12,14,16,18,21,23,24,27,30,33,38,39,41,44,52,54,60,69,70,77,82,85,89,90,98,110		
125	Puzzles	124		
127	Adjectives comparative form	46,62,114,122		
127	Completing words	3,5,11,13,14,18,23,25,27,33,34,37,38,39,40,41,44,46,49,52,54,60,68,70,77,81,82,83,88,90,98,100,113,120		
127	Using initial consonants	3,5,25,37,39,41,44,46,52,54,60,66,70,77,82,100,106,120		
127	Word building	4,7,10,12,16,18,21,22,23,24,27,28,30,33,34,37,38,39,41,44,46,52,54,60,62,67,68,69,70,73,74,75,77,79,81,82,83,85,86,87,88,89,90,101,103,106,110,113,114,115,122		
127	Adding *less*, *ly*, *y*, *ful* and *ness* to monosyllablic words	73,75,79		
127	Verbs ending in *s*, *ed*, or *ing*	12,16,30,41,43,54,60,68,69,70,85,86,88,89,98,101,106,110,114,115,120,122		

Name ____________________ SECOND READER

Upon Completion of Pages	Test for	Pages Associated With This Skill	Prescribe	Mastered
127	Adding final syllable	10,12,16,21,24,30,37,39,41,46, 54,62,67,68,69,73,74,75,79,81, 85,86,88,89,90,98,101,106,110, 114,115,120,122		
127	Adding final syllable to monosyllabic words ending in a consonant preceded by a vowel	Only 127		
128	Capital letters	4,10,17,21,24,27,40,51,55,56,58, 66,75,77,78,79,80,84,86,89,94, 96,99,102,103,107,123,126		
128	Using context clues	2,4,7,10,12,14,16,17,18,20,21, 22,23,24,25,27,28,30,33,34,37, 38,39,41,43,44,36,52,53,54,57, 60,66,68,69,70,73,74,75,77,81, 82,83,84,85,86,87,88,89,90,98, 100,101,103,106,107,110,113,114, 115,117,120,121,122		
128	Recalling information and specific details	6,9,15,17,25,26,29,32,35,36,40, 42,45,51,56,58,59,61,71,72,76, 78,80,87,91,92,94,96,97,102,104, 107,108,109,111,117,119,121,126		
128	Writing whole words	1,2,4,7,10,12,16,25,27,28,30,33, 37,38,40,43,44,46,50,53,55,58, 60,62,65,70,72,75,77,82,84,88, 90,94,96,99,101,103,107,110,113, 117,121,123,126,127		

Name ____________________

SECOND READER - PHONICS WB

Upon Completion of Pages	Test for	Pages Associated With This Skill	Prescribe	Mastered
114	Listening to rhyming words	4,12,14,16,18,21,23,24,27,30,44, 38,39,41,44,52,54,60,69.70,77, 82,85,89,90,98,110		
115	Determining number of syllables	7,10,12,16,21,37,43,47,62,68,73, 75,79		
115	Adding *ing* to monosyllabic word ending in e	16,68,101		
117	Enriching vocabulary	20,31,36,43,48,63,66,85,93,105, 112		
117	Opposites	36,66		
119	Writing numerals	1,7 10,12,16,21,31,32,37,43,46, 47,48,51,62,63,68,71,72,73,75, 78,79,89,93,108,109,111,112,115, 118		
120	Initial digraphs and clusters	5,11,25,37,39,44,46,49,52,54,60, 66,69,70,77,82,89,100,106		
120	Phonetic parts	13,33,52,70,77,106		
120	Understanding and forming plurals	20,23,27,33,37,38,41,43,54,68, 70,77,81,98		
121	Main idea of a paragraph	118		
122	Listening for syllables	7,10,12,16,21,37,39,43,47,62,67, 68,73,75,86,89,103,114,115		
122	Accenting syllables	67,74,75,79,84,86,90,103,110, 114		
122	Dividing words into syllables	86,114		
123	Classifying words and/or ideas	19,50,65,71,116,121		
125	Picture identification and interpretation	2,3,5,8,11,13,14,18,20,23,27,33, 40,44,47,49,51,52,56,60,70,72, 78,82,88,90,96,105,119,123,124		

THIRD READER

Name ____________________

Upon Completion of Pages	Test for	Pages Associated With This Skill	Prescribe	Mastered
1	Using the table of contents	1 Only		
3	Adding *ing* to monosyllable words ending in *e*	3 Only		
6	Identifying vowels	3,4		
6	Adding *ed*, *ing*, *er*, *est*, or *y* to monosyllable words ending in a consonant preceded by a vowel	4		
6	Identifying consonants	3,4		
17	Alphabetizing	2,3,11		
20	Adding *ed*, *ies*, *er*, or *est* to words ending in *y*	Only 20		
20	Understanding and forming plurals	Only 20		
27	Introducing respellings for the vowel *y*	Only 27		
31	Introducing respellings for *s*	Only 31		
33	Introducing respellings for *e*	Only 33		
35	Introducing respellings for *f*	Only 35		
41	Introducing respellings for *y*	Only 41		
46	Understanding definitions	18,19,24,27,31,33,35,41		
48	*er* Signifying agent	Only 48		
48	Comparative forms	6,20		
48	Adjectives, comparative forms	6,20		
51	Adding *y* to monosyllable words	Only 51		
52	Introducing respellings for *qu* and *wh*	Only 52		
59	Descriptive phrases	36,58		
59	Using imagination	40		
60	Introducing respellings for *ow*	Only 60		
60	Reading and following specific directions	18,21,27,31,33,35,41		
71	Hyphenated words	42		
74	Syllabicating entry words	19,24,27,31,33,35,41,52,60,64,67		
74	Learning to use a pronunciation key	18,19,23,24,27,31,33,35,41,46,50,52,60,64,67		
80	Forming base words from derived forms	3		
80	Verbs ending in *ed* or *ing*	3,4,20		
81	Dividing words into syllables	7,9,11,13,17,24,27,31,33,35,41,50,51,52,60,64,67,74		
81	Accenting syllables	7,9,11,13,17,51		
81	Placing accent mark	7,9,11,13,17,51		
84	Past participles	48		
87	Adding *ly*, *ful*, *less*, *ward*, *ness* or *ment* to base words	81		
87	Adding suffixes	3,4,6,20,48,51,81,84		
94	Adding prefixes	Only 94		
94	Listening for and determining number of syllables	7,9,11,13,17,24,51,81,87		
94	Adding *un* or *re* to known words	Only 94		
95	Associating maps with the counties they represent	Only 95		
102	Skimming for and locating information	73,76,98,99,101		

Name ____________________ THIRD READER

Upon Completion of Pages	Test for	Pages Associated With This Skill	Prescribe	Mastered
102	Writing complete sentences	73,98,99		
103	Understanding and forming contractions	Only 103		
110	Homonyms	32,70		
110	Noting omitted letters in respellings	18,19,23,24,27,31,32,33,35,41,46,50,52,60,64,67,70,74		
110	Homonyms	32,70		
111	Multiple meanings	47,53,78,97		
113	Classifying words and/or ideas	96,108		
115	Words having difficult concepts	10,56,57,65,82,83,86,90,107		
115	Interpreting phonetic respellings	18,19,23,33,35,41,46,50,52,60,64,67,70,74,110		
116	Understanding and forming compound words	63,77		
116	Word building	3,4,6,20,42,48,51,63,71,77,81,84,87,94		
118	Understanding and/or matching words with definitions	18,19,24,27,28,31,33,35,37,41,46,55,75,86,100,114		
119	Gathering information	16,26,30,40,44,54,72,89,92,105		
119	Main idea of a paragraph	26,30,72,76,92,101,105		
121	Sequence	8,38,39,76,91,104,120		
122	Using context clues	4,5,6,10,12,16,23,25,26,32,42,46,47,48,50,51,53,56,57,63,65,69,70,71,78,82,83,84,86,90,94,97,100,101,103,107,110,111,114,116,118		
122	Irregular verbs	Only 122		
124	Identifying words or phrases that tell *when*, *where*, and *how* something happened	Only 124		
125	Picture identification and interpretation	21,115		
126	Associating characters with story events	10,14,22,123		
126	Recalling information and specific details	5,8,10,12,14,18,22,25,34,38,39,43,49,56,57,65,66,68,69,76,82,83,90,91,96,101,104,107,108,113,117,120,121,123,125		
128	Colloquial expressions	85,88,109,112,127		

Name ______________________

THIRD - PHONICS W.B.

Upon Completion of Pages	Test for	Pages Associated With This Skill	Prescribe	Mastered
2	Consonant digraph substitution	Only 2		
7	Consonants	3		
21	Consonant cluster substitution	4,5,8,9,10		
38	Consonant clusters	6,7,22,23,30,31		
38	Consonant digraphs	3,6,22,23		
44	Letters spelling different sounds	28		
46	Phonetic parts	8,9,10,25,45		
61	Silent letters	24,40		
62	Plurals	56		
65	Compound words	59		
66	Vowels	12,13,17,18,21,35,41,50,51,57		
67	Alphabetical order	19,20,49,54		
69	Rhyming words	1,2,4,5,12,29,41,61		
71	Using a variety of word study skills	34,47,48,58		
72	Derived and/or inflected forms	11,14,15,16,26,27,32,33,39,43, 52,53,55,60,63,64		
73	Consonant substitution	1,2,8,9,10,21,36,37		
74	Vowel substitution	36,37		
75	Base words	42,53,68		
76	Homonyms	Only 76		
78	Homonyms	1,6,8,12,15,18,21,23,28,31,33, 36,41,43,46,52,56,57,59,62,64, 65,70,72,74,76,78		
79	Contractions	78		
79	Possessives	77		
80	Syllables	7,25,50,63		

Name ______________________ **FOURTH READER**

Upon Completion of Pages	Test for	Pages Associated With This Skill	Prescribe	Mastered
13	Original writing, verse	Only 13		
26	Irregular verbs	Only 26		
29	Original writing, paragraph	Only 29		
33	Inflectional endings	7,18,19		
39	Compound words	6,32		
39	Dash	Only 39		
39	Hyphen	5		
41	Diacritical markings	5,8,22		
41	Spelling generalizations	16,19		
41	Plurals	Only 41		
43	Characters and details	4		
57	Nonverbal communications	44,47,49		
62	Coined words	Only 62		
75	Maps	30,46		
83	Characters and mood	10,38,60,61		
84	Sentence parts	24,71		
89	Apostrophe	19		
89	Contractions	89 Only		
90	Selection of main idea	19		
91	Dictionary	15,50,68,74		
92	Original writing - story	Only 92		
93	Interpreting a diagram	Only 93		
95	Capitol letters	3		
97	Interpreting pictures	1,14,17,27,29,44,48,56,60,61,62, 63,91		
98	Changing form class	12,35,37,65,80		
99	Accent	15,32,55,68		
99	Closed syllables	32,55		
99	Open syllables	32,55		
99	Consonants	21,22,27,32		
99	Vowels	5,18,22,32,41,55		
100	Homonyms	22,57,96		
101	Multiple meanings	12,17,35,37,65,80,97,98		
102	Words derived from prefixes	7,16,19,32,55,72,79		
106	Sequence	8,30,45,51		
107	Characters and characteristics	66,81,88,104		
107	Effective word and/or phrase choice	10,24,74,83,103		
107	Comma	20,69,70,77,95		
107	Series words and/or phrases	20,77,95		
109	Interpreting charts	Only 109		
111	Finding the main idea of a paragraph	9,37,61		
111	Original writing - headline	Only 111		
112	Following directions	19,22,28,31,32,37,51,93,109		
112	Interpreting a graph	Only 112		
114	Independent reading	2,3,9,11,13,14,19,25,29,30,31, 34,36,47,51,52,59,60,61,67,76, 90,92,93,106,108,111		
115	Outlining	95		
115	Reading for detail and/or information	3,9,11,14,25,29,30,31,35,36,46, 47,51,56,59,60,61,67,75,76,93, 103,106,108,109,111,112		

Name ____________________ FOURTH READER

Upon Completion of Pages	Test for	Pages Associated With This Skill	Prescribe	Mastered
111	Apposition	69,70		
117	Antonyms	72		
117	Context clues	12,15,17,26,27,33,40,57,59,65, 69,70,72,79,80,86,96,108,113,116		
117	Phonetic respelling	22,24,27,32,33,37,45,55,79,91, 99,102,105,108,113		
117	Synonyms	74,105		
118	Syllabication	15,32,55,99		
119	Titles and details	20,23,35,39,42		
120	Similes	25,54		
120	Comparison	23,25,35,42,43,54,73,78,99		
121	Original writing - sentences	5,6,12,16,66,86,98,104,116		
122	Drawing illustrations	45,49,50,121		
123	Classification	5,15,18,19,20,21,22,39,41,43,47, 57,78,94,98,99,110,119		
123	Recognizing fact	36,51,110,119		
123	Recognizing fiction	119		
123	Recalling details and/or information	4,6,7,10,15,17,20,23,35,39,42, 43,44,45,48,63,64,69,70,71,73, 78,82,83,95,97,104,107,110,116, 119		
123	Recognizing types of literature	42,73,78,81,82,92,110,119		
124	Interpreting definitions	24,25,27,28,33,37,40,54,55,58, 59,68,79,86,91,102,105,114		
124	Glossary	5,18,24,27,33,37,50,79,86,102, 105		
125	Base words	7,16,18,19,33,40,41,55,72,102, 118		
125	Critical reading and/or thinking	19,36,38,47,51,52,53,59,61,66, 67,81,87,88,90,104,108,110,116, 119,121,122,123		
125	Writing definitions	35,79,100,101,108,121,122		
125	Words derived - suffixes	7,16,32,40,79,102		
125	Figurative language	25,29,54,58,59,68,101,120,121, 122		
125	Base words	7,16,18,19,33,40,41,55,72,102, 118		
125	Affixes	7,16,19,32,40,55,72,79,102		
126	Alphabetizing	45,55,85		
126	Index	85		
127	Quotation marks	10		
128	Content pages	1,20,85		

APPENDIX F

INTERVIEW SCRIPT - MAROCKIE AND COCCO

INTERVIEW SCRIPT:
MARY MAROCKIE AND MARY LYNN COCCO

This video tape recording was developed for inservice training purposes. The principal in this interview responded to these questions in order for you to further analyze these questions in a training session which will take place in your particular county or local level. Many of the responses were contrived to accomplish the goals of this particular interview.

Marockie: Mary Lynn, I have a few questions for you today. Are you aware of the EC/LO developed for reading in the State Department of Education?

Cocco: Yes. Yes, I've seen recently the draft copy of the booklet.

Marockie: Very good. Do you see this document as being valuable to a principal and staff in a school and if you do in what way do you see it as being valuable?

Cocco: I think it's extremely valuable, especially in a situation where you are somewhat limited in your resources. This document enables any principal or teacher to delineate the skills needed throughout the grade levels from K-8. In that way I think it is very valuable and can be used in the reading curriculum to build upon or as a supplementary.

Marockie: Very, very good. It seems to me you really are able to get a good grasp of this particular document. In line of what you said, do you think the EC/LO are compatible with the basal reading program, since the basal program is so much a part of our school system today?

Cocco: Yes. The EC/LO more or less continue and build upon the same skills taught in the basal reader. They give the complete scope from grades K-8 that sometimes teachers at one level of the basal don't see. Perhaps they will only see the scope and sequence in a third reading level or a fourth reading level, whereas the EC/LO give you some sense of continuity from grades K-8.

Marockie: Fine. I think we will be discussing this even further a little later in this interview. Now I'd really like to ask you some specifics about your particular school, for instance, the environment in that particular school. What type of learning environment do you have in your school?

Cocco: We have a self-contained learning environment. We also have a centralized library and an auditorium/luncheon combination that we use for specific tutoring purposes and group instructional purposes.

Marockie: And if I can summarize it, are you saying that the predominate approach there is a self-contained kind of environment?

Cocco: Yes.

Marockie: Do you believe that the EC/LO can be compatible within this particular environment of your particular school?

Cocco: Definitely. I feel that the EC/LO are very flexible and that they can be used in any type of environment. I think they are very important in a self-contained environment where it is necessary to have continuity between grades.

Marockie: In other words, you are saying that even if your school did not have a self-contained environment; if possible you had departmentalization, a non-graded atmosphere and openness in terms of the building, the physical facilities, that the EC/LO could easily still be adapted to that particular kind of environment?

Cocco: Yes. I feel that they are just a skills listing that are very important to continuity between grades.

Marockie: Fine. I think at this point it would be well for us to discuss some of the instructional techniques that take place in your particular school. Do you have presently operating a diagnostic prescriptive approach to teaching in that school?

Cocco: Yes we do. First of all, all of our students are tested by the reading specialist to determine their approximate grade level. The teachers also give them an informal assessment and we are in the process of implementing a criterion management test to more or less define the skill weaknesses and the strengths that we have. We've also used the state and county tests to guide most major areas of weakness within the grade and throughout the school.

Marockie: Does your school then group for reading instruction, and if so, does it generally do it within classes, between classes or specifically how do you group for instruction?

Cocco: We usually group for instruction within classes; however, there are some instances in which we feel that it is beneficial for students to go between classrooms for reading instruction. We feel that in some cases students will be getting their needs met in perhaps another room or with another teacher.

Marockie: Now materials and resources in a building are quite important, and as of lately, our materials have grown considerably in terms of abundance in school. I assume that you do have your share of materials. Now in terms of the material that you have in your school, what present system is being utilized there to utilize these particular materials and to distribute the materials in that particular school?

Cocco: We have all of our instruction materials in a central location. We also are in the process of cataloging them according to specific skill area (whether they are audio visual, multi-media type of equipment), what specific skill they teach and for what grade level they would be appropriate. They will then be checked out of the centralized place, taken to the classrooms, used within the classrooms and returned with a record kept of what teacher chooses what material, takes what material, and how long he has it out (has it in his classroom).

Marockie: All right, with the present plan you have there and with the adoption more or less of an EC/LO approach in your building, do you foresee any changes in resources, in the utilization of resources, as a result of the EC/LO?

Cocco: I feel that the EC/LO will enable us to manage our materials more effectively in that we will know specifically what areas we need to concentrate on, what materials perhaps we may need to supplement certain skills. For example, it will help us in our purchasing in that we know exactly where to spend our money - what types of materials that we need to meet the needs of our learners. If we have a specific area of weakness we will more or less gear our resources and spend our allocation for that type of equipment that we do need.

Marockie: Can you foresee though, any particular management component going on in a particular classroom or a pod or any area that there may be more than one teacher or just one teacher; can you see anything happening in that direction?

Cocco: I think more or less, the sharing of materials between if you have a catalog, sort of a card catalog approach, a catalog reference to the material and correlate the materials with the specific skills in the EC/LO and the basal. I think this will provide for a lot of extra - keeping the materials from being dormant. The materials will be used to their fullest extent.

Marockie: What do you foresee as a result of exchanging the materials beyond the school level, possibly between two schools or several schools?

Cocco: Well, presently in the county we have an instructional materials center and all of the materials in this center are cataloged and each school has a list of what materials are available. There are audio visual materials, multi-media materials, supplementary textbooks and library books, so each school does have a list and they are cataloged according to specific skill area and grade level. So this can be built upon, it can be cross-referenced with the EC/LO in order to make perhaps a more finely delineated system of materials and to classify and systematize the materials.

Marockie: Do you see though, any possibility of an exchange from one school to another school with having some kind of compatible system set up?

Cocco: Yes, I think if you have a system perhaps comparable to a card catalog system you can exchange materials. You could even have a centralized skill bank between two schools.

Marockie: Fine. So there are a great deal of possiblities in that particular area?

Cocco: Yes.

Marockie: Fine. Very good. I think you have some great ideas for the future there. Let's talk about curriculum development, cause that's such a big area of the school. I assume that you do evaluate curriculum in your school. I'd like to ask you this question. Are you continually evaluating the curriculum in your school and on what basis do you do this if you are?

Cocco: Well, of course, you are always evaluating your curriculum daily in terms of what is actually working in the classrooms with the students - what you feel the students are, in fact, gaining - perhaps weaknesses that you might see in your own teaching and perhaps in your own way of managing things. But I feel that with the EC/LO it's very, very likely that teachers will begin to systematize their teaching, that they will begin to look front to see what is actually expected of the student, when they should have the skills, when this curriculum should be, when these things should be introduced and this is a very, very systematic way of evaluating the curriculum - when you know exactly what should be taught, when it should be taught, when it should be maintained.

Marockie: Do you foresee possibly the state testing program (and we do use this very extensively throughout our state) as a possibility of evaluating curriculum in its relationship with the EC/LO?

Cocco: Yes. I think going along with the specific competencies as listed in the EC/LO you can draw upon the weaknesses that have been diagnosed in the state test. Of course, these are somewhat major areas of weaknesses, but from that you can also have teacher assessments to further get down to the specific skills that perhaps may be weak, and together with the state testing and the EC/LO, I think you can diagnose major areas of weakness, and then, as well as with individual student, specific skill weaknesses.

Marockie: So, there are a great deal of possibilities in that particular area?

Cocco: Yes.

Marockie: How do you presently involve teachers in curriculum development, Mary Lynn?

Cocco: Well, teachers are presently in the process of receiving extensive inservice training in the area of reading. I know in our own county the teachers had the opportunity to have various, go to various workshops outside of school, and they also have had extensive training in reading through the preschool inservice periods. So in training the teachers, I think it's very, very profitable for the teachers to realize that through the EC/LO they can diagnose the students within their own classroom without perhaps using a materials management and a specific diagnostic system within their own classroom.

Marockie: Do you think teachers may have some difficulty in using the EC/LO as a curriculum type of instrument? Or do you feel that they will need a lot of additional training in this area?

Cocco: I think they will need additional training. I think the core of the whole thing is to correlate the basal skills with the skills that have been developed in the EC/LO.

Marockie: Very good point, the core of that. Let's take it further and discuss parents. We're reading a great deal today about parents in education and we seem to be pursuing that a great deal in terms of many of the things we're doing in the State of West Virginia. How do you foresee the parent being involved in curriculum development as it could possibly even relate to the utilization of the EC/LO?

Cocco: Well, I think parent education is very important. Of course, it's depending upon the specific community in which the school is located. Each community is unique. And each community does have specific needs or specific perhaps areas in which you should concentrate your work. Recently in our county, we had a parent questionnaire that we sent to all parents in the community asking the parents if they were well informed of the reading program and if they thought any improvement should be made. I think parental education is paramount in providing good communication between the school and between the parents. I think that in order to do this it can be handled in many, many different ways and that again is dependent upon your community - the type of community you have.

Marockie: Let's take it in terms of a specific example if you don't mind. I think you made a very good point. Parent information. And I think many, many parents are seeking this today. I would assume that with the use of the EC/LO you would hope that a parent would have as much information about this particular approach in the fact that we are using such a well-structured program. How would you relate this to a group of parents? Could you give me a specific example?

Cocco: I think if in talking with the parents you could perhaps, after you have diagnosed skills that some students are deficient in, perhaps set upon a course of parent education and how to teach this skill. For example, children that come to kindergarten and first grade are very often deficient in language development. I think a program of parent education in this area would be very beneficial and this is also going along with the EC/LO and you can work through the parents to accomplish the goals in the packet.

Marockie: Probably one of the biggest areas there would be to relate is the proper language to the parents so they in turn could use this information quite wisely, would you agree with that?

Cocco: Yes. I think that parent education, giving the parents something they can understand is very important.

Marockie: What about aides, you know we do have paraprofessionals, maybe that's a better term to use here in our schools. They are very valuable resource people in the schools. Can you visualize or can you site some example on how the EC/LO will become a dominate part or dominate thrust in terms of the paraprofessional in the school?

Cocco: Yes. I think the paraprofessionals plan an integral part in the program in the total school program. They can take a part in perhaps material management. I think that's a very, very big part. I know I feel that's a very big thrust - is material management. I think the aides can play an integral part in this. Also, perhaps reinforcing specific skills that the teacher has already gone over with the class. You always have a few children who somehow have missed the skill. So I think aides in this light can be used and the EC/LO provides for a lot of reinforcement and recycling of the skills.

Marockie: Reinforcement and also you are saying that the paraprofessional can be very valuable in terms of management procedures of the school. Time-consuming procedures that often teachers can't take of their own particular time. Those are very, very good points and I'm sure that many administrators in the State consider these and hope to consider these in their planning of the program. We've touched, in the short time that we've talked here, on materials and resources. We've touched a little on instructional techniques. We've touched on the area of learning development and curriculum development. All in relation primarily in terms of the EC/LO. Now I'd like to ask you this question and I think this is really very paramount because all of this is fine, all of this is great, but the big question is Mary Lynn, what is your plan for interfacing the EC/LO with your reading program in school?

Cocco: I feel first of all that it is crucial that the EC/LO be used in conjunction with the basal reader. After you delineate the skills in your basal reader, which is not an easy task, to correlate them with the skills in the EC/LO, and to manage your materials according to these skills would be the first order of business. I think the main thing is to correlate the skills in the EC/LO with the basal and form a plan of action after looking at your state-county testing results and your informal assessments, as to what exactly you want to accomplish long and short range goals for my school. For example, we have already gone over some of these things and in my particular school we will be concentrating more or less on the area of main idea comprehension throughout the year. This was decided at the end of last year after going through the state testing results, after looking at the informal assessments, the IRI that were given each individual student and different teacher-made assessments. So after looking at what our basal is doing in terms of comprehension and then going to the specific levels within the EC/LO and pulling the comprehension skills out, looking at exactly what comprehension skills are taught when, where the students should be at each level. I feel after we do that, then we can start on our materials-management and on our skill grouping.

Marockie: You made the point that it isn't easy to correlate the EC/LO with the basal and I'm in total agreement with you. I'm assuming that a faculty, your faculty or any other principal's faculty will develop a plan for this correlation procedure possibly using the scope and sequence chart, possibly using the basal reading test which can be very valuable also as an asset, possibly using any other approach in that classroom that will allow more of an interfacing procedure. Again I think we must make the point that it isn't easy, but it doesn't mean that it can't be done. Do you foresee any changes in the future in terms of a total curriculum as a result of the EC/LO?

Cocco: Well, I think that the EC/LO will bring about many, many improvements in our total reading curriculum; of course, reading has been adopted as the number one priority in the State, and I think we're moving in the right direction. I think, as you said before, this is not an easy task; it will take time. I think the benefits will far outweigh - this is an ongoing continuous thing - and the benefits will far outweigh any pitfalls or anything that you may, any conflict or trouble that you may have run into in trying to inferface these together.

Marockie: Then I think I'd like to ask this final question of you. You are an instructional leader in your building and you are presently being given the opportunity to go through various types of training sessions to improve your background. Do you feel that these training sessions will help you further now in truly implementing a EC/LO approach in your school?

Cocco: Yes I do. I feel that most definitely they will because first of all you must familiarize yourself with concepts before you can present them to your faculty and to your staff. The more familiar you are with the concepts, the more you know about what you're doing, the more specific and precise you can be about your objectives, the greater the chances are that you will accomplish them within your school.

Marockie: Super. Thank you Mary Lynn. You've been a tremendous interviewer today, and I'm sure that the information of this interview will help others.

APPENDIX G

INTERVIEW AND CLASSROOM INSTRUCTION SCRIPT

INITIAL INTERVIEW

Principal: Miss Alonso, when principals observe a teacher teaching a reading lesson as a teacher what do you feel are the important steps that we should be aware of as the lesson is being taught?

Miss Alonso: Basically, I follow the steps of a directed reading lesson. The first of which is building a background or readiness for the lesson. This step is just getting the children interested in and ready for the reading lesson itself. The second step is the guided silent reading, and there should be a purpose for this reading. The children should know why you are asking them to read silently; and also, if the child needs help, he should be helped whether it would be for mannerisms that he is using or to unlock an unfamiliar word. The third step is discussion, and rereading and questions are very important during this part of the lesson and deserve a great deal of planning. The fourth is the purpose for oral reading, and I believe this explains itself--the children should have a purpose in reading aloud. And the last step is a follow-up which could be an extension of the lesson or an enrichment activity that is related to the lesson itself.

Principal: In observing your level 5 reading group this morning, what lesson will you be using?

Miss Alonso: I will be working with the story "The House that Nobody Wanted," and it will be done with a group of 14 children on a second year level.

Principal: What are some of the objectives of this lesson?

Miss Alonso: The child will demonstrate literal and interpretive comprehension skills. He will be asked to recognize and use cause and effect relationship. He will identify the story problem and solution, and he will recognize descriptive language in the story.

Principal: Thank you Miss Alonso. After the lesson, I would like to discuss with you some of the things that we have observed.

CLASSROOM INSTRUCTION

Miss Alonso: Today, boys and girls, we are going to read the story, "The House that Nobody Wanted." Some things that you should be able to do after the lesson are listed on the board. Please read them silently as I read them aloud.
--You should be able to answer certain questions about the story.
--You should recognize and use cause and effect relationships. Who can tell me what I mean by cause and effect relationships? Shannon.

Shannon: If you had a flat tire--the flat--that would be the effect and the cause would be what made it flat.

Miss Alonso: What might some of the causes be?

Shannon: Glass, nails, sharp rocks.

Miss Alonso: All right, Donna.

Donna: Metal.

Miss Alonso: Some types of hard metal that the car ran over. All of those could be the cause effect problem of the tire being flat.
--You should be able to tell the story problem and solution. What do I mean by story problem and solution? Carrie.

Carrie: like if my mom had a broken down sweeper, she would take it to my dad to fix.

Miss Alonso: OK, the problem would be the broken sweeper, and what would the solution be?

Carrie: Take it to dad to fix.

Miss Alonso: Dad would fix it. All right, what if I had a terrible tootache? Oh, it really bothered me. What might be a solution to that problem? Pamela.

Pamela: Go to the dentist.

Miss Alonso: Well, I might go to the dentist. What else might happen? Billy.

Billy: Pull your tooth.

Miss Alonso: All right. Do you sometimes pull a tooth when its bothering you?

Billy: I always do.

Miss Alonso: OK, you should be able to pick out words that describe in this story. What do I mean by the word describe? Marsha.

Marsha: Like if I had torn pants. I would describe it a certain color like yellow or something like that and had a hole in it.

Miss Alonso: All right. The word yellow would tell us the color of the pants. The hole would tell us something about the pants. So we could use color words to describe things. Boys and girls, look this way. How does this house look different from your house? Carrie.

Carrie: It has a round door.

Miss Alonso: Your house does not have the round door. Billy.

Billy: It's sitting up on four legs.

Miss Alonso: Is that unusual to see--a house sitting up like that?

Billy: It must be up in space.

Miss Alonso: Could be--could be a house of the future. Shannon.

Shannon: It has like a little bridge to go up to it.

Miss Alonso: All right. Most houses don't have that, do they? Shawn.

Shawn: It's round. It has a round shape.

Miss Alonso: All right, the shape of the house is different from your house. All right, what are some things that are like your house? Francine.

Francine: Its got windows.

Miss Alonso: Dena.

Dena: Its got a door.

Miss Alonso: David.

David: Its got an antenna.

Miss Alonso: All right, do you have an antenna on top of your house?

David: Not on top but on the side.

Miss Alonso: OK, then what is that for?

David: TV.

Miss Alonso: If you were looking to buy a house, would you buy this house?

Class: Yes. No.

Miss Alonso: Some boys and girls say yes and some say no. Pamela.

Pamela: I like it--to fix it up big--to make it big. Like a playhouse.

Miss Alonso: Dena.

Dena: I'd like to see it fixed.

Miss Alonso: Do some people fix old houses like that?

Class: Yes.

Miss Alonso: Billy, you said you wouldn't like it. Why wouldn't you like it?

Billy: It's broken down--the chimneys falling--got a broken down gate--the windows are busted out--got a spooky look.

Miss Alonso: OK, those things make you not want it. Where have you seen a sign like this before? Carrie.

Carrie: At my aunt's house.

Miss Alonso: And what was she doing?

Carrie: Selling her house.

Miss Alonso: All right. Does this usually mean something for sale? When have you seen a sign like this in the yard? Lisa.

Lisa: My old house.

Miss Alonso: Did you sell your old house to someone? Did you have difficult time selling it, or did many people come to see it before you sold it? Shannon.

Shannon: My dad's old car.

Miss Alonso: So he was selling his car. All right. Before we begin to read our story, I'd like to discuss some of the words that you'll meet in the story; and you'll need to know these words. Words to know. Read the first sentence. Donna.

Donna: Do you like the color gray?

Miss Alonso: It's a question and the color gray--you will meet in our story today. Shawn, the next sentence.

Shawn: Please open another window.

Miss Alonso: I would like for you to pay close attention to the words--another and window. Billy, the next sentence.

Billy: Let's go visit Grandma.

Miss Alonso: All right. The word is visit--visit. Carrie.

Carrie: They made up their minds to visit the____________.

Miss Alonso: And the words my and friend we will see in the story today. Read the four words to yourself that you see here. What do you notice about all four of those words? Marsha.

Marsha: They're compound words.

Miss Alonso: OK, can you tell us what we mean when we say a word is a compound word?

Marsha: Two little words put together.

Miss Alonso: What are the two smaller words that go into downhill? Billy.

Billy: Down and hill.

Miss Alonso: Uphill. David.

David: Up and hill.

Miss Alonso: OK, Francine, can you tell us the two words that make someone?

Francine: Some and one.

Miss Alonso: Good. And outside, Lisa.

Lisa: Out and side.

Miss Alonso: Good. Read this word silently. What kind of word is that? Donna.

Donna: Contraction.

Miss Alonso: What is a contraction?

Donna: Two words put together, but one letter is missing and an apostrophe is put in its place.

Miss Alonso: OK, fine. Boys and girls, when you get your books, I would like for you to look through the story and decide what setting the author used to write this story in and also what time of year it is when this story takes place. Shannon, what setting does the author use for this story?

Shannon: Country.

Miss Alonso: It takes place in the country, and what season is it? Shawn.

Shawn: Summer or spring.

Miss Alonso: How can you tell it's summer or spring? Is that what some of the other boys and girls were thinking? How can you tell its summer or spring in this story? Pamela.

Pamela: If it weren't springtime, it'd be all cold and there would be snow on the ground.

Miss Alonso: And did you see any snow in the picture? No. What did you see?

Pamela: Green grass and flowers.

Miss Alonso: And the flowers and green grass makes you think it's springtime or summertime. Boys and girls, I'd like you now to read silently pages 2 to 5 to find out why the little house in the story was to be sold. Begin to read.

Students read silently. Teacher gives individual assistance.

Miss Alonso: Why did the little old woman and the little old man decide to sell the house? David.

David: It was old and raggedy--it wasn't fixed up very nice.

Miss Alonso: Sort of drab color, wasn't it--gray. They didn't like the color of it. It just didn't make them very happy. What kind of house did they want to buy? Dena.

Dena: A red house with white windows and white doors and white paint, white fence and flowers with grass growing all over.

Miss Alonso: They had exactly in mind what they wanted, didn't they. Do you think their old house will be easy to sell? Why not Billy?

Billy: Because its old and gray, half broken down, has gray windows, a gray fence, no garden, no flowers, no grass.

Miss Alonso: Would you like that kind of house?

Billy: No.

Miss Alonso: Boys and girls at this time I'd like you to read the rest of the story, pages 6 to 16, and I'd like you to find out what problems the little old woman and the little old man had when they tried to sell the house. Begin to read.

Students read silently. Teacher gives individual assistance.

Miss Alonso: Who came to the house first wanting to buy it? Shawn.

Shawn: A man.

Miss Alonso: And what did the man say about the house?

Shawn: It was too gray for him, and he'd like a red house.

Miss Alonso: So the color was wrong. He just didn't like that gray color. What did the little old woman and little old man do after the man left? Billy.

Billy: Painted the house red.

Miss Alonso: Who came after the man? Who came next to see the house? Carrie.

Carrie: A woman.

Miss Alonso: And what did the woman say?

Carrie: She would like the house with white windows, white gate and white doors.

Miss Alonso: And so what did the little old woman and the little old man do then?

Carrie: Painted the windows white and the gate white and the door white.

Miss Alonso: Who came next to want to buy the house? Marsha.

Marsha: A man and a woman.

Miss Alonso: And what did they say about the house?

Marsha: It didn't have any color on the inside.

Miss Alonso: OK, and did this cause the little old man and little old woman to do something? And what did it cause them to do?

Marsha: They painted the inside bright yellow and blue.

Miss Alonso: Why hadn't the little old woman and little old man fixed up their house before this? Dena.

Dena: Because they probably didn't think about it.

Miss Alonso: All right, that might be a reason. Maybe they just didn't stop to think. Pamela.

Pamela: Maybe they didn't think of selling it.

Miss Alonso: Carrie.

Carrie: Too lazy.

Miss Alonso: OK, maybe they didn't have the energy to fix up the house before. Have you ever helped anyone fix up a house? Diane.

Diane: Our old house the paint was coming off, and I helped mom and dad paint it.

Miss Alonso: All right. Shannon.

Shannon: My friend's house--she lives out of her mansion. She used to live in a big mansion. We helped her cut the branches off of it beside of the house.

Miss Alonso: Was the tree growing too close to the house?

Shannon: Yes, and we helped her paint it.

Miss Alonso: OK, why did the little old woman and little old man want to sell their house? Billy.

Billy: Because it was gray and dingy, and they didn't like the way it looked.

Miss Alonso: Why did they fix the house up? Pam.

Pam: So they could sell it.

Miss Alonso: Was this the cause of them fixing it up? Why did they decide not to sell the house after all? Marsha.

Marsha: It was all fixed up.

Miss Alonso: Was it just the way they wanted it?

Marsha: Yes.

Miss Alonso: The color, everything about it was just the way they wanted it in the end of the story. Marsha, will you read and find the paragraph that described the way the little old house had looked.

Marsha: There was once a little house that stood on a hill. It was old, it was very old and very gray--gray doors, gray windows, gray walls, gray fence.

Miss Alonso: All right. So at the beginning of the story everything was gray--the color gray. Who will find and read the paragraph that describes the house of the little old man and little old woman's friend? David, can you read nice and loud.

David: They saw the house of their friend, and it was a little red house with white doors and white windows. All around it flowers and green things were growing.

Miss Alonso: All right. Very nice. See how quickly you can find the paragraph that describes how the little house looked at the end of the story when it was all fixed up. Diane, what page is that description on?

Diane: 14.

Miss Alonso: Page 14.

Diane: So the little old woman looked around. She saw a red house with white windows and white doors, a white fence and a white gate too. She saw grass and flowers growing. Inside the house she saw bright yellow and blue walls.

Miss Alonso: Very nice. What descriptions were very much alike? Shannon?

Shannon: Diane's and David's because they both describe the red house with white windows and doors and a fence and gate and flowers growing around it.

Miss Alonso: Good. Why did the little old man and little old woman want to sell their house at the beginning of the story? Shawn.

Shawn: It was gray and didn't have any color to it--no grass.

Miss Alonso: And why did they fix it up? Donna.

Donna: So they could sell it.

Miss Alonso: All right. Was that the cause of fixing the house up--to sell it to someone who was interested in a particular house, a particular color. Why did they decide not to sell it? Billy.

Billy: Because it was all fixed up the way they wanted it with red house and grass and flowers growing around it.

Miss Alonso: It was beautiful, wasn't it. They thought it was beautiful.

Billy: I think it was too.

Miss Alonso: What would you say caused the little old woman and little old man to fix up their house? What was the cause of them fixing it up? Lisa.

Lisa: So they could sell it.

Miss Alonso: All right. So someone came along and said they wanted a particular color--that was the cause--and the cause--what did it cause--them to fix up the house. And that was the effect--the little old woman and little old man fixed up the house. Why did they decide not to sell it? What caused them to decide not to sell it? Billy.

Billy: It was all fixed up the way they wanted it.

Miss Alonso: Everything was just perfect. What was the problem in the story? Pamela.

Pamela: It was all gray and nobody wanted it.

Miss Alonso: And how did they solve that problem?

Pamela: Painted it red--painted the inside yellow and blue, planted a garden with neat things and grass and flowers all around the house.

Miss Alonso: All right. Name some of the words in the story which were used to describe something. Donna.

Donna: Their friend's house was red and white, and had red and purple and yellow and brown all around it and green.

Miss Alonso: A lot of color words were used. What about the words little, old? When the author said a little old woman and a little old man. Does that cause you to have a picture in your mind? What picture?

Donna: They were little and old.

Miss Alonso: All right, those two words were used to describe. Boys and girls pass your books to me please. This afternoon, boys and girls, I would like you to work at the stations. If you'll look this way I have a chart on the chalkboard that will direct each and every one of you to the correct area. Mary, Billy, and Carrie will work at the red station. Here you will find a listening station and a record player. You will be asked to listen to the story and follow along with the story, "The Biggest House in the World." You will meet a character who is a snail, and he wants to have the biggest house in the world; but there is a problem in that story. Be ready to talk about the problem and how it was solved. Donna, David, and Dena will go to the blue station. You will be playing a matching game, and then you will be asked to do a paper and pencil activity using what you have learned about cause and effect relationships. Marsha, Lisa, and Pam will go to the yellow station. You will be playing cause and effect bingo. I think you will like that game. Shannon, Shawn, and Diane will go to the green station. You will do a page in your study book that deals with problem and solution, and also there is an activity at the table where you are asked to do a writing activity dealing with descriptive language. Francine and Crystal will stay here with me at the orange station, and we will work in your study books. The boys and girls that are going to the green area--Shannon, Shawn, and Diane--will you please go quietly. Pamela, Lisa, and Marsha--those boys and girls that are working at the blue station and the red station. You two girls move up and work with me please.

Miss Alonso: Please turn to page 20. Francine, why don't you read from the blue section at the top that tells us what we're going to be working on this page.

Francine: Find the problem and the solution.

Miss Alonso: Crystal, can you tell me what a problem is? What does it mean when we say we have to look for the problem in the story? Can you help her Francine? When we are looking for a problem, what does that mean?

Child: It means its a problem like um....

Miss Alonso: Could we say something is wrong? Would that be a good way of saying it? Then, well if something is wrong, then what would the solution be called?

Child: Find something that solves the problem.

Miss Alonso: Right, something that helps solve the problem. All right, please read this story. Find the problem and solution, and then we'll talk about the problem and solution.

Teacher continues individual assistance. Other children work independently at stations. Lesson ends.

FOLLOW-UP INTERVIEW

Principal: Miss Alonso, that was a good lesson. The children really enjoyed the story. In your teaching, I observed you using all the steps in a directed reading lesson. In building the background for a lesson, could there have been any other activities that you might have used to arouse more interest and more motivation?

Miss Alonso: I feel getting the children interested in the lesson is a very important part. Sometimes I've used short stories or poems which are related to the story that we are going to read. At other times, I have used color slides taken on vacations and sometimes actual objects so the children can handle if they are related to the story. This often gets their interest and then when developing vocabulary, we use flash card games and charts and different things like that that I didn't have a chance to use today.

Principal: As the children were reading silently, what reading habits were you observing?

Miss Alonso: Sometimes children show signs of frustration and tension when they are reading silently, and I try to be aware of those feelings. As you noticed, I have some children pointing their finger when they read silently; and, when this happens, I try to do something such as touch the child or tap him and make him aware of what he is doing but not call attention to him for doing it--having him pointed out before the other children. The same with vocalizing--if the child is reading aloud when he should be reading silently, I try to just remind him in some way to close his lips. Some other things I look for are head movement which slows the pace of silent reading down and just generally following directions and using reading skills.

Principal: As you were observing the children, if you observe a child having difficulty with a word, how do you help the child unlock that word?

Miss Alonso: During the lesson I use two techniques, and the first was the use of beginning sounds and context clues, and the second was the use of structural analysis. Take for instance the word road--it has the vowel consonant vowel pattern in it; and, if we had studied this pattern, I call the child's attention to the pattern in the word and sometimes this helps him work the word out on his own.

Principal: In the discussion of the story, you had a variety of questions. How do you formulate questions that challenge the student to read critically and to make personal judgments?

Miss Alonso: When planning the lesson I try to keep four types of questions in mind. The first is the factual question which just asks the child to repeat the main part of the story, and the second is the inferential question which calls on the child's ability to go one step beyond the print and find the underlying meaning of the story. A third type of question that I often use is the judgment question. Here the child is asked to make a decision based on personal attitude or feelings, and the fourth question is just a question that allows him to share his personal experiences with the other boys and girls.

Principal: They like to do that don't they. Miss Alonso, we have said that oral reading must have a purpose. What are some of the ways that this could be accomplished?

Miss Alonso: I always enjoy letting the children dramatize a story or put on a puppet show if the stories relate to that type of activity. Sometimes they like to read orally with a partner which gets in their oral reading practice. Sometimes if the story has conversational parts in it or descriptive passages such as I used today, they enjoy reading those aloud. There are many ways oral reading can be fun for the children.

Principal: Does the reading lesson stop when you finish with the children at the circle and they go back to their seats?

Miss Alonso: I would hope not, and I would have to say definitely not because there are always extended activities or enrichment activities that a teacher could use to develop her individualized instruction and you might use library books for research or just for enrichment--fun reading. Some children need further work in word study or in their study books, so extra practice there is always helpful. They may enjoy writing an original story or organizing a dramatization for another group of boys or girls. So there are very many ways that we can use to make reading fun for the children.

Principal: Miss Alonso, thank you for a well planned, interesting lesson. As we place emphasis on reading improvement this year, it is important for the teacher and the principal to be aware of the steps in a directed reading lesson as well as the skills that must be taught and maintained at each reading level.

APPENDIX H

INDICATORS OF EFFECTIVE INSERVICE: INSTRUCTIONAL PACKAGES

WEST VIRGINIA DEPARTMENT OF EDUCATION

INDICATORS OF EFFECTIVE INSERVICE: INSTRUCTIONAL PACKAGES

Daniel B. Taylor
State Superintendent of Schools
West Virginia Department of Education

Phil E. Suiter
Assistant State Superintendent
Bureau of Learning Systems

Division of Instructional Learning Systems
Charleston, West Virginia 25305

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INDICATORS OF EFFECTIVE INSERVICE: INSTRUCTIONAL PACKAGES

Currently teachers are being asked to approach their professional responsibilities with a degree of quality never demanded before during the history of professional education. The demand for quality in teaching necessitates that the generalities and platitudes of the past be replaced by precise description. This means that mere talk of progress be replaced with specific change. Therefore, inservice programs must be designed to meet the identified needs of professional educators rather than inservice programs that are externally prescribed. Consequently, the instructional behaviors, programs, and materials developed for inservice education must be systematic, stimulating, psychologically sound, organized, and planned with instructional materials and media to meet the needs and interests of participants.

Therefore, the major consequence criteria of inservice programs focus on the follow-up use of new curriculum materials and updated instructional skills by professional educators in the classroom and the effect of these changes in their performance and pupil learning.

The purpose of Indicators of Effective Inservice: Instructional Packages is to provide a guide to the development of inservice instructional packages that will facilitate and enhance the probability of the outcomes of inservice programs on teacher effectiveness and pupil learning.

Acknowledgement is given to the following individuals for their efforts and contributions to the design and development of Indicators of Effective Inservice: Instructional Packages:

Lowell E. Johnson, Professor of Education, Fairmont State College

Merrill L. Meehan, Research Assistant Professor, University of Pittsburgh

Glen Cutlip, Curriculum Development Specialist, Reading, Division of Instructional Learning Systems, Bureau of Learning Systems, West Virginia Department of Education

James Snyder, Curriculum Development Specialist, Industrial Arts, Division of Instructional Learning Systems, Bureau of Learning Systems, West Virginia Department of Education

H. G. Priester, Professor of Education, Fairmont State College

Nicholas Hobar, Director, Professional Development Systems, Bureau of Learning Systems, West Virginia Department of Education

Joseph C. Basile II

Joseph C. Basile, II
Director
Instructional Learning Systems
Bureau of Learning Systems
West Virginia Department of Education

INDICATORS OF EFFECTIVE INSERVICE:

INSTRUCTIONAL PACKAGES

Directions: Please read the enclosed inservice instructional package. Then section by section indicate whether this package meets the effective indicators noted below by checking Yes, No, or Unclear in the space provided to the left of each indicator. Please respond to all the indicators.

Yes	No	Unclear	
			A. Organization, Layout, Format of the Inservice Package:
			1. The overall visual appearance of the instructional package is attractive.
			2. The typing format is clear and the type face is consistent throughout the package.
			3. The type face is legible.
			4. The instructional package is paginated from start to finish including appendices.
			5. The instructional package is bound to permit easy page flipping and will lie flat without pages flipping back and forth.
			6. The instructional package includes a cover sheet which reflects a visual theme consistent with the main intent of the package.
			7. The instructional package is visually pleasing to the participant, provides both verbal and visual presentations, and includes proper credits to contributors to the package.
			8. The instructional package includes an array of multi-media techniques and creative use of sequencing techniques and use of colors where appropriate.
			9. There is a logical and uncomplicated sequence to the materials so that the participant can work his/her way through without much difficulty.

Yes	No	Unclear	
______	______	______	10. The instructional package includes an introductory visual which illustrates the sequence of the package.
______	______	______	11. The instructional package has a table of contents including, where applicable, a list of tables and figures.
______	______	______	12. The instructional package includes a bibliography.
______	______	______	13. This instructional package is attractive and contains materials you (the evaluator) would be proud of developing.
			B. Rationale of the Instructional Package:
______	______	______	14. Has a clear statement of purpose that establishes set and relevance for the materials - the why of the materials.
______	______	______	15. Is derived from a theory or theories, operational models, or viable practitioner experiences.
______	______	______	16. Establishes the "gestalt" and shows the relationship between and among the components of the package or other packages.
______	______	______	17. Identifies prerequisite competencies for completion of this package.
______	______	______	18. Communicates the intent of the package by gearing the language level to the age and type of group.
			C. Objectives of the Instructional Package:
______	______	______	19. State precisely and clearly what the participant is expected to perform.
______	______	______	20. State precisely and clearly the conditions under which the participant is expected to perform.
______	______	______	21. State precisely and clearly how well the participant is expected to perform (criteria or standards).

Yes	No	Unclear	
			22. Are identifiable as cognitive, performance, affective, and/or consequence.*
			23. Consider whether the objectives for the participants provide for future consequences in the classroom.
			24. Are achievable and relevant to the participant.
			25. Are consistent, sequentially ordered, and lead to logical outcomes.

D. Preassessment of the Instructional Package:

			26. Is diagnostic and guides the participant into the instruction or into the self-evaluation element.
			27. Is the first decision point for the participant and serves as an advanced organizer for the materials that follow.
			28. Creates positive motivation and encourages active participation for the materials that follow.
			29. Contains item(s) related to each objective, is based on criterion levels, and is tied to content, attitudes, and performance.

*Cognitive objectives are objectives that address the knowledge and intellectual skills/abilities expected of participants.

Performance objectives are objectives that must be demonstrated by participants rather than merely possessing knowledge about them. Performance objectives are:

a. interactive: objectives performed with learners (e.g., questioning skills)
b. non-interactive: objectives performed not in the presence of learners (e.g., organization of materials for learning)

Consequence objectives are objectives that address the ability of participants to bring about changes in learners. These objectives focus on the results brought about by what a participant "knows" (cognitive) and "does" (performance) when performing a professional role.

Affective objectives are objectives that focus on the attitudes, interests, and values of the participant.

Yes	No	Unclear	
			E. Instruction of the Instructional Package:
______	______	______	30. Is personalized whenever possible so that the inservice instructional mode matches the learning style of the participant - thus, it is self-paced and adaptive to participant's needs.
______	______	______	31. Has criterion-referenced instruction.
______	______	______	32. Includes a variety of verbal and non-verbal techniques.
______	______	______	33. Is designed so that the inservice leader models the intent of the objectives to facilitate participant outcomes. ("Leader practices what is preached!")
______	______	______	34. Provides for psychological set, meaningful interactions, and closure.
______	______	______	35. Operationally defines the vocabulary essential for utilization of the materials.
______	______	______	36. Includes learning activities that are meaningful to the participants.
______	______	______	37. Is humanistic through the utilization of alternative activities or instructional modes for participants.
______	______	______	38. Considers a time frame for accomplishment.
______	______	______	39. Provides positive reinforcement and acceptance of participant ideas.
			F. Self-Evaluation of the Instructional Package:
______	______	______	40. Is participant-oriented and participant-completed.
______	______	______	41. Tells the participant if he/she needs further instruction and on which objectives.
______	______	______	42. Is an individual progress report which culminates in a decision of mastery or non-mastery.
______	______	______	43. Measures the instructional package objectives and tells the participant what needs to be accomplished before going on to evaluation.

Yes	No	Unclear	
			G. Evaluation of the Instructional Package:
			44. Is a collaborative venture between the leader and participant and results in objective data. These data are used to assess the reliability, validity, and achievement of the instructional package objectives.
			45. Provides evidence to indicate the participant performance in terms of the criterion level of the objectives.
			46. Reflects attitudes of the participant toward the leader's instructional effectiveness, the inservice instructional package, and the inservice instructional climate.
			47. Is humanistic since the results are used to foster continuous progress toward enriching the participant's professional development and not to rank or compare participants against each other.

Overall reactions to the inservice package ______________________________

____

____

____

____